

# Experiences in Decision Making



CURRICULUM

H  
69  
A28  
1971

ALTA  
300  
1971  
Cr1-6

CURRGDHT

CURR

ELEMENTARY SOCIAL STUDIES HANDBOOK  
Province of Alberta  
Department of Education January 1971

*“Only if we understand the possible consequences for our actions and innovations; only if we choose our goals and pursue them, only if we believe that social responsibility cannot be delegated or avoided, can we remove our future from the domain of chance and actively seek the best for all.”*

THEODORE GORDON  
Social Technology

**EXPERIENCES IN  
DECISION MAKING**

**ELEMENTARY SOCIAL STUDIES  
HANDBOOK**

**Province of Alberta**

**Department of Education**

**January, 1971**

## ***ACKNOWLEDGEMENT***

The Handbook for Elementary Social Studies was prepared in consultation with the Elementary Social Studies Curriculum Committee. The contribution of the following committee members is gratefully acknowledged.

Mrs. H. Bérubé, Falher  
Sister I. Boisvert, Bonnyville  
Mr. R. Carter, Grande Prairie  
Mr. B. Frankcombe, Peace River  
Dr. J. Kirman, University of Alberta  
Miss A. Purves, Stettler  
Mr. G. Robert, Edmonton  
Mr. C. Van Es, Calgary  
Dr. E. A. Torgunrud, Department of Education  
Mr. C. D. Ledgerwood (Chairman), Department of Education

The Department of Education also acknowledges with appreciation, the contributions of the following former members of the committee.

Mr. H. Hall, (Past Chairman), Red Deer  
Mr. M. Pedde, Edmonton  
Mrs. T. Pendergast, Red Deer  
Mrs. L. Thompson, Calgary  
The late Mrs. G. Sylvester, Beaverlodge

The sample units which appear in the handbook have been developed and piloted by ad hoc committees working at the local level. The work of these local committees is acknowledged with thanks.

This handbook is essentially a service publication. It is prescriptive only insofar as it duplicates the content of the Elementary Program of Studies.





## PREFACE

Two questions occur to teachers as they consider the implementation of a new social studies curriculum. First they ask, "Why do we need a new social studies curriculum?" Then they wonder "What is new about the new social studies?"

Stated most simply, a new social studies curriculum is necessary because some very difficult decisions face today's young people. Affluence and an accompanying reduction of external restraints<sup>1</sup> have placed in the hands of each individual the opportunity and the responsibility of choosing how he will live and what he will live for.

Young people today, more than any other generation of students, have the freedom to determine their personal relationship to the social and physical environment. **A new social studies curriculum is needed in order to give students guided experience in the responsible use of personal freedom.**

Alberta's new social studies seeks to help students utilize personal freedom in discovering ways to improve man's relationship to his social and physical environment. In order to meet this objective, the new social studies seeks to provide actual experience in the making of choices and judgements. Students are invited to deal not only with the "what is" but also with the "what ought to be".

A concentrated concern with "what ought to be" gives rise to what is probably **the major distinguishing characteristic of the new social studies—its values orientation.** The values orientation of the new social studies is premised on the conviction that students (and adults) exercise freedom according to the values that they hold. Values, and related feelings and attitudes, are the prime determiners of actions. Man's relationship to his social and physical environment can be improved; but only when people's behavior is guided by values that are clear, consistent, and defensible in terms of the life goals of each individual as a member of society.

Thus, the new social studies should be organized around experiences which allow students to clarify their personal values and to understand the values of others. Human values should be the major focus of attention in the new social studies. The valuing process should be the major activity of social studies students.

A second characteristic of the new social studies is flexibility. **The curriculum allows for decisions to be made by those who will be affected by them.** The objectives and content prescribed by the Department of Education are stated in the very broadest of terms. Within this broad framework, called the master curriculum, teachers and students can practice responsible decision-making by planning together learning experiences which are significant and relevant to their own lives.

The values orientation and flexibility of the new curriculum imply a definite de-emphasis on "covering" knowledge from history, geography and the social sciences. This is not to say that such knowledge is unimportant. Students cannot "value in a vacuum", without knowledge of alternatives and consequences. Nor will "the pooling of mutual ignorance" prove for very long to be significant and relevant.

Knowledge should be "uncovered" not for its own sake but only as it is needed when students are engaging in the valuing process. With this in mind, the new social studies outlines major concepts and generalizations that are easily remembered, enduring, and transferable to a variety of life situations. Similarly, the new curriculum includes opportunities for developing many skills, especially group-process skills and problem-solving skills.

The new social studies offers many challenges to teachers. Chief among these challenges is the invitation to help children discover (or re-discover) their feelings. Schooling can no longer be viewed as purely an intellectual experience. Social studies classes must become a forum in which students merge reason with feelings.

---

<sup>1</sup>Not everyone would agree that external restraints on individual behavior have been reduced. Some would argue that the diminishing influence of the once cohesive community, church and family is counter-balanced by the restraints imposed by big business, government and the mass media. However, these latter influences are less direct, thus enabling individuals to "do their own thing".





## TABLE OF CONTENTS

	Page		Page
Acknowledgement .....	2	Chapter III PLANNING INSTRUCTIONAL UNITS WITHIN THE ELEMENTARY SOCIAL STUDIES PRO- GRAM .....	29
Preface .....	5	Format of the Unit Plan .....	29
Chapter I THE NEW SOCIAL STUDIES PROGRAM .....	9	Title — Value Issues as the Focus of Study .....	30
Attending to Affective and Cognitive Objectives .....	9	Overview .....	30
A. The Valuing Process .....	9	Writing Unit Objectives .....	31
B. The Affective Objectives .....	10	Learning Opportunities .....	32
C. Cognitive Objectives .....	11	Opener .....	32
Planning for the Attainment of Multiple Objectives .....	16	Development .....	33
A. Structured Scope and Sequence .....	16	Evaluating Unit Outcomes .....	34
B. Problems of Current Interest .....	17	Evaluating Students' Attainment of Values .....	34
C. Criteria for Selecting Learning Opportunities .....	18	Evaluating the Attainment of Skill and Knowledge Objectives .....	35
Professional References for Teachers .....	19	Check List of Criteria for Unit Development .....	38
Chapter II ELABORATION OF PROGRAM COMPONENTS	21	<b>SAMPLE UNITS</b>	
The Curriculum — Instruction Process .....	21	Grade Two .....	Sauterne
Values and Valuing as Curricular Content .....	21	Grade Four .....	Blue
Skills and Processes as Curricular Content .....	24	Grade Six .....	Lemon
Concepts and Generalizations as Curricular Content .....	25		



## Chapter I

### THE NEW SOCIAL STUDIES PROGRAM

#### *Rationale*

Alberta's new social studies curriculum (Grades I-XII) is premised on the assumption that schools must help students in their quest for a clear, consistent and defensible system of values. Schools have long been concerned with the attitudinal development of their students; however, this concern has been more implicit than explicit. Now, as our society becomes more and more pluralistic, schools must assume the explicit responsibility of cooperating with the home, the church, and other social agencies in helping students find how to live and what to live for.

#### *Free Choice of values to live by*

In keeping with the basic tenets of democracy (and with optimism about the nature of man and the efficacy of democratic ideals), the new social studies invites free and open inquiry into the definition and application of individual and social values. Such inquiry will serve the humanistic<sup>1</sup> goals of education by offering students **experience in living** and not just **preparation for living**. By actively confronting value issues, students will come to know the ideas and feelings of themselves, their peers, and the adult generation; they will deal not only with the "what is" but also with the "what ought to be" and will have the opportunity to make this world a more desirable place in which to live.

<sup>1</sup>Humanistic education strives to develop the full human potential of each child. It is not inconsistent with the application of theistic goals.

#### *Priority on Valuing*

#### *Acting upon values*

### ATTENDING TO AFFECTIVE AND COGNITIVE OBJECTIVES

#### A. The Valuing Process

Consistent with the above rationale, the objectives of the new social studies<sup>2</sup> place high priority on the valuing process. The valuing process involves three basic skills.<sup>3</sup> Students in the Alberta social studies should demonstrate that they are:

##### Choosing—

1. Identifying all known alternatives.
2. Considering all known consequences of each alternative.
3. Choosing freely from among alternatives.

##### Prizing—

4. Being happy with the choice.
5. Affirming the choice, willingly and in public if necessary.

##### Acting—

6. Acting upon the choice.
7. Repeating the action consistently in some pattern of life.

<sup>2</sup>Please note that the objectives which follow are expressed in behavioral terms. They indicate the processes in which students should engage and, in a general way, identify the substantive content to which students' behavior should relate. In other words, the objectives include both processes and content.

<sup>3</sup>Raths, Louis, et al., *Values and Teaching* (Columbus, Ohio: Charles E. Merrill & Co., 1966).

*Affective and  
Cognitive  
aspects of  
valuing*

As students engage in the valuing process, the experience will involve both emotional reactions and intellectual understandings. It is essential to distinguish these affective and cognitive capacities and to direct educational effort along both dimensions.<sup>4</sup>

**B. Affective Objectives**

Affective objectives emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. To choose, prize and act consistently and effectively, students should demonstrate that they are:

- Aware of values, willing to take notice of values, and giving controlled or selected attention to values
- Responding to values with openness, willingness and satisfaction
- Accepting values, preferring values and committing themselves to values
- Conceptualizing their own values and organizing a value system
- Becoming characterized by a value or value complex.<sup>5</sup>

*Internalizing  
a value  
complex*

---

<sup>4</sup>Scriven, Michael, "Student Values as Educational Objectives" (West Lafayette, Ind.: Social Science Education Consortium, 1966) p. 18.

---

<sup>5</sup>Krathwohl, David, et al., *Taxonomy of Educational Objectives: Affective Domain* (New York: David McKay Co., Inc., 1964).



The values referred to above should, at the awareness and response levels, include a wide range of individual and social values. Students eventually should accept, prefer, and commit themselves to certain of these values, while rejecting others. Finally, they should conceptualize their own values, organize a value system, and through their actions, become characterized by a particular value or value complex.

*Value issues as content*

A powerful means of attaining these affective objectives is to have students confront real problems that involve conflicting values. Such problems may be referred to as value issues. Focusing upon value issues can enable students to clarify their own values and to recognize the value positions of others. Peer relationships, family matters, work, politics, religion, money, recreation, morality, culture, and other problem areas are fertile sources of value issues. The most potent of value issues will require students to examine their own behavior relative to:

1. The dignity of man
2. Freedom
3. Equality
4. Justice
5. Empathy
6. Loyalty
7. Other values

**C. Cognitive Objectives**

Cognitive objectives involve the solving of some intellectual task. The choosing, prizing and acting phases of the valuing process require that each student develop cognitive skills that will enable him to work with others in the solving of social problems. The cognitive skills which are exercised in problem solving are varied and complex. These skills may be summarized as follows.<sup>6</sup> Students should be able to:

*Cognitive skills summarized*

- Recall and recognize data which are pertinent to social problems
- Comprehend pertinent data (This skill includes the ability to translate, interpret and extrapolate from data.)
- Analyze pertinent data in order to identify elements, relationships and organizational principles
- Evaluate pertinent data in terms of internal and external criteria
- Synthesize pertinent data in order to create an original communication or propose a plan of action
- Apply pertinent data in the solving of social problems

The "data" referred to in the above objectives might be drawn from everything man knows, believes, and can do—both formally structured knowledge from the disciplines and informally structured knowledge from ordinary experience.<sup>7</sup> Such data include:

*Categories of knowledge content*

- Knowledge of specific terminology and facts
- Knowledge of ways and means of dealing with social problems
- Knowledge of concepts, generalizations, theories and structures.<sup>8</sup>

<sup>6</sup>Bloom, Benjamin, et. al., *Taxonomy of Educational Objectives: Cognitive Domain* (New York: David McKay Co., Inc., 1956) and Sanders, Norris M., *Classroom Questions: What Kinds?* (New York: Harper and Row 1967). Note that skills have been listed in an order more closely resembling the problem solving process. Bloom's *Taxonomy* lists skills according to difficulty; the order being recall, and recognition, comprehension, application, analysis, synthesis, and evaluation.

<sup>7</sup>Johnson, Mauritz, *The Translation of Curriculum into Instruction* (Ithaca, N.Y.: Cornell University, 1968), p. 2.

<sup>8</sup>Bloom, *op. cit.*, p. 62 ff.

Knowledge of specific terminology and facts should serve as a basis for dealing with social problems and understanding concepts, generalizations, theories and structures.

Knowledge of ways and means of dealing with social problems should include the ability to:

1. Identify and clarify the problem
2. Formulate hypotheses
3. Collect data
4. Classify data
5. Analyze data and evaluate the desirability and feasibility of taking action on the problem
6. Propose a course of action and examine the desirability and feasibility of taking action on the problem.<sup>9</sup>

*Problem  
solving  
method*



<sup>9</sup>Simon, Frank. *A Reconstructive Approach to Problem-Solving in the Social Studies* (Calgary: The University of Calgary, 1970). The Simon model differs from most methods of problem solving in that it leads to action on the problem.

Knowledge of ways and means of dealing with social problems should also include the ability to:

*Social  
skills*

1. Interpret the feelings and ideas of others
2. Respond to the feelings and ideas of others in a manner appropriate to the occasion
3. Express one's own feelings and ideas to others
4. Cooperate with others, though not to the extent of compromising basic values.



Knowledge of concepts, generalizations, theories and structures should result from students synthesizing the specific data gathered or produced while confronting value issues. Some of the major concepts needed in studying human behavior are outlined below. These concepts should be used by students in developing generalizations and theories which seek to explain people's values.

**INTERACTION** is a key concept in the understanding of social problems. History, geography and the social sciences describe in part man's interaction with his social and physical environment.

1. **ENVIRONMENT** is, itself, an important concept which can be defined in terms of **Time, Space, Culture** and **Systems**.
2. Man's interaction with his environment produces **CAUSAL RELATIONSHIPS**. In order to understand causality, one needs to recognize that behavior is affected by **Goals, Norms, Technology, and Power**.
3. Since all man's interactions involve cause and effect relationships, he lives in a state of **INTERDEPENDENCE**. Interdependence may take the form of **Cooperation** and/or **Conflict** and may produce **Stability** and/or **Change**.

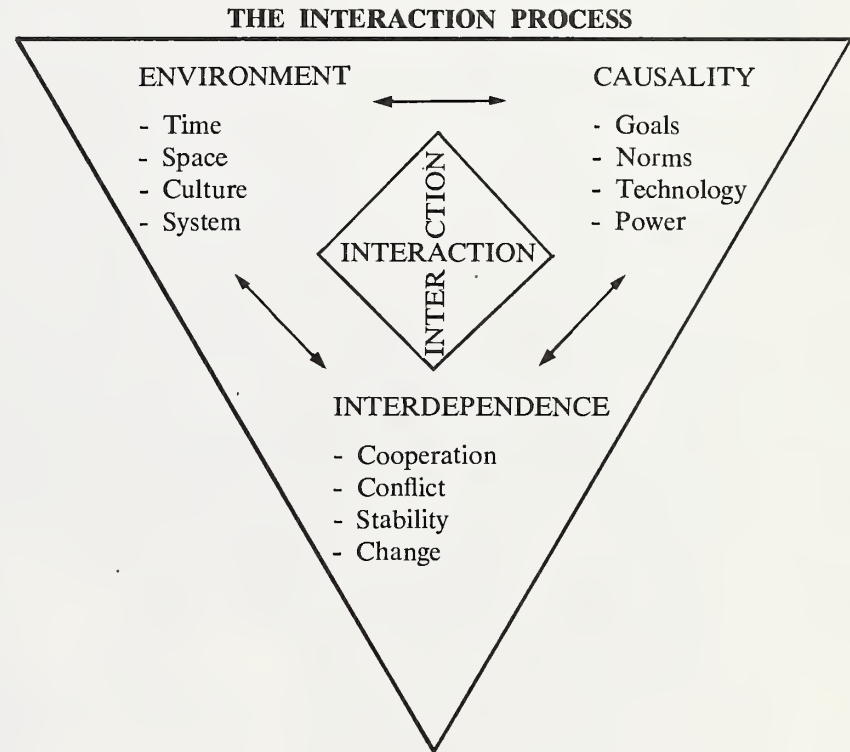
A diagrammatic representation of the interaction process appears opposite.

These and other concepts should be studied in more than one grade level on the understanding that lower grades will attend to the concept in a specific, concrete and simple manner. Succeeding grades will treat each concept in greater generality, abstractness, and complexity.<sup>10</sup> A diagrammatic representation of spiralling concepts is shown on page 14.

<sup>10</sup>Taba, Hilda, *Teachers' Handbook for Elementary Social Studies* (Don Mills, Ontario: Addison-Wesley Company, 1967), Chapter 4.

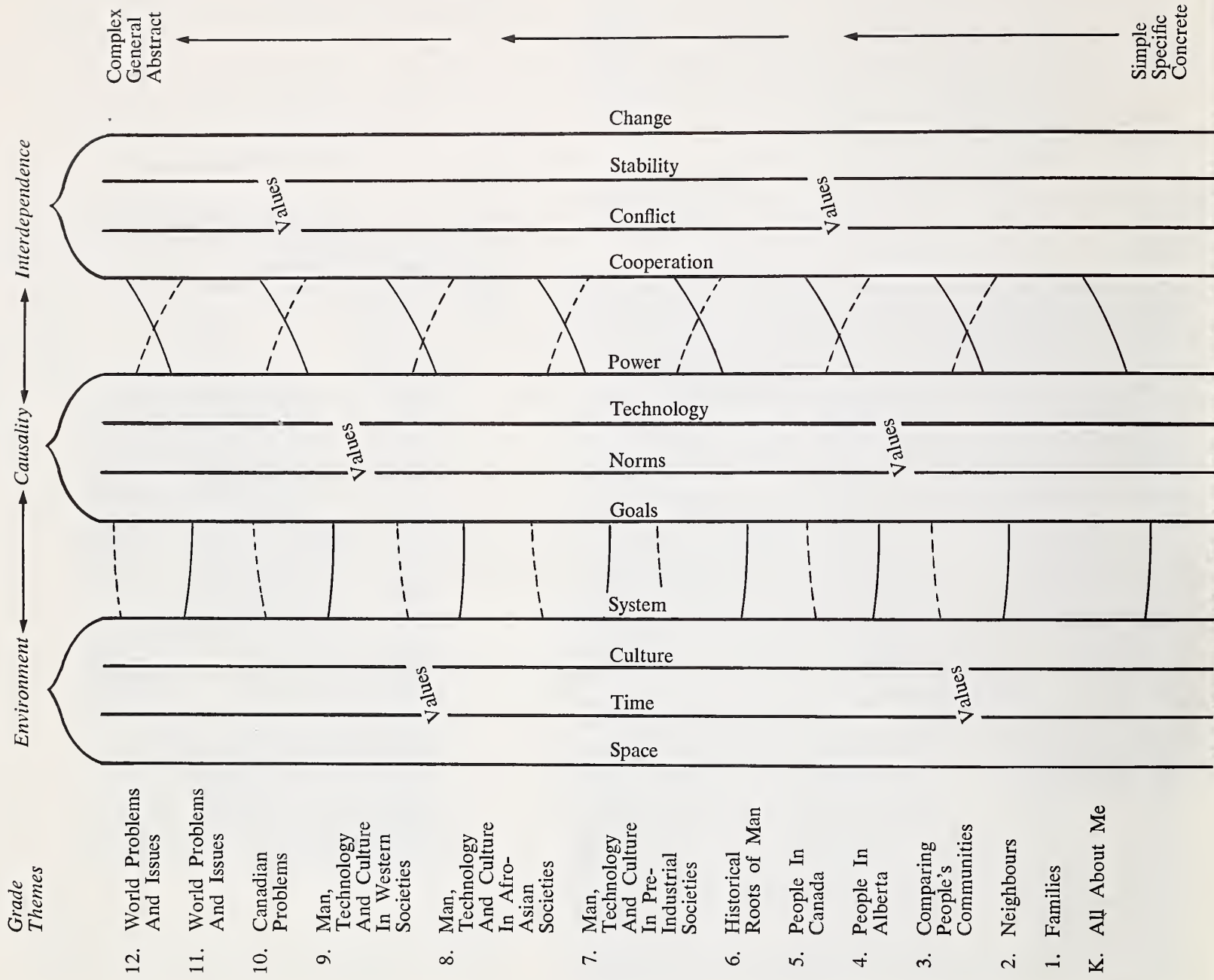
*Inter-disciplinary base of social studies concepts*

*The spiralling of concepts*



# THE SPIRAL OF CONCEPT DEVELOPMENT

## The Interaction Process







## Planning For The Attainment of Multiple Objectives

The preceding statements of objectives offer only a general indication of the processes and content of learning opportunities in the social studies. **More detailed planning of learning opportunities is the responsibility of each teacher and class.** All learning opportunities must be consistent with the objectives outlined above, whether the learning opportunity arises from the structured scope and sequence or in connection with a problem of current interest.

*Two-thirds time on structured scope and sequence*

### A. Structured Scope and Sequence

Approximately two-thirds of social studies class time will be spent inquiring into themes, value issues and concepts which fall within a scope and sequence specified by the Department of Education. This scope and sequence is very general, thus permitting teachers and students to select learning opportunities according to their own needs and interests. Topics and themes for each grade are indicated below:

#### Kindergarten—All About Me

##### Grade I—Families

—Analysis of family living through case studies of, **for example**, a contemporary family, a family of long ago, an Afro-Asian family, and other families

##### Grade II—Neighbours

—Analysis of interactions which occur among, **for example**, the local neighbours, rural and urban neighbours, neighbours in other cultures

##### Grade III—Comparing People's Communities

—Comparison and contrast of community life in, **for example**, a modern-day Indian or Eskimo community and a North-American megalopolis; a village in Africa or Asia, and a community in the Pacific, or tropical South America; a Mennonite or Hutterite community and other communities which lend themselves to comparison and contrast

#### Grade IV—People in Alberta

—Historical, economic, sociological and/or geographic analysis of Alberta's people, including comparison and contrast with other world areas that have similar historical, geographic and/or economic bases, **for example**, Australia, Argentina, U.S.S.R., Middle East oil producers, Western U.S.A. and other areas

#### Grade V—People in Canada

—Sample studies to analyze historical and/or contemporary life in Canadian regions, **for example**, people in an Atlantic fishing port, people in a French-Canadian mining town or farm community, people in a St. Lawrence Seaway port, people in an Ontario manufacturing center, people in a Prairie farm or oil town, people in a British Columbia fruit or forestry industry, people in a Western distribution center, people in a coastal city, people in a Northern mining town, and other sample studies

#### Grade VI—Historical Roots of Man

—Anthropological analysis and social history of early civilizations in, **for example**, The Mediterranean area (e.g., Egypt, Greece, Rome), The Far East (e.g., India, China), The Americas (e.g., Incas, Mayans, Aztecs, North American Indian), and Africa (e.g., Numidians, Nubians, or other tribes).

#### Grade VII—Man, Technology and Culture in Pre-Industrial Societies

—Conceptual understanding of **Man, Technology and Culture** through case studies of primitive, pre-industrial societies to be selected by teachers and students

#### Grade VIII—Man, Technology and Culture in Afro-Asian Societies

—Depth studies of societies selected from Africa, Asia (excluding the U.S.S.R.), the Middle East and Pacific Islands

**Grade IX—Man, Technology and Culture in Western Societies**

—Depth studies of societies selected from the Americas (excluding Canada), Europe, all of U.S.S.R., Australia and New Zealand

**Grade X—Canadian Problems**

—Historical, economic, sociological, political problems facing Canada

**Grade XI—World Problems and Issues**

—Tradition versus Change  
—Population and Production

**Grade XII—World Problems and Issues**

—Political and Economic Systems  
—Conflict and Cooperation

**B. Problems of Current Interest**

Approximately one-third of class time in social studies may be devoted to problems that are of current interest to students and teachers. The Department of Education does not intend to structure the use of this one-third time. Problems which meet the criteria which follow may arise as extensions of the main themes and value issues for each grade. They may relate to problems of individual students, the school, the community, or the world, and may concern the past, the present and/or the future. A given problem may be studied by the whole class, by a group, or by individual students. It is important that a record be kept of the problems studied by each student throughout his or her school career.

Students and teachers should jointly plan the use of the one-third time. **Generally speaking, the teacher should view the one-third time as an opportunity for students to develop independence and responsibility.**

The amount of teacher leadership required in the planning and use of the one-third time will vary according to the ability, experience, and maturity of the class. The teacher's influence should be exerted in a manner and to a degree consistent with this objective.



*Distribution of time*

The one-third time may be distributed over the school year (or semester) in any way that students and teachers see fit. Three of the many possible alternatives are:

1. One time block, accounting for one-third of total class time, taken at any point during the year
2. Two- or three-week "units" of time, accounting for one-third of total class time, taken at various points during the year
3. Propitious occasions, accounting for one-third of total class time, taken at opportune times during the year.

*One-third time unstructured*

*Joint Planning*



### C. Criteria for Selecting Learning Opportunities

In selecting the processes and content for day-to-day experiences in the social studies curriculum—whether for the two-thirds time broadly structured by the Department of Education or for the one-third time devoted to problems of current interest—teachers and students should attend to the following criteria:

#### *Futurity*

1. Does the experience have futurity? That is, can it contribute to the attainment of affective and cognitive objectives?
  - a) Does it involve a pertinent **value issue**?
  - b) Can it contribute to the development of **social and/or inquiry skills**?
  - c) Does it provide for growth in students' understanding of **concepts**?
  - d) Does the experience fit as part of a sequence which will lead to a **reasoned pride in Canada** tempered with a **world view** and an understanding of significant **social problems**?

#### *Relevance*

2. Is the experience **relevant** to the needs and interests of students?

#### *Materials*

3. Are **data and materials** available and/or can students gain experience through gathering primary data?

#### *Overlap*

4. Does the experience **avoid** the disadvantageous **overlap** and repetition of experiences in earlier or later grades?

# BIBLIOGRAPHY OF CURRENT PROFESSIONAL REFERENCES FOR THE SOCIAL STUDIES TEACHER

- Allen, Rodney F. (ed.). *Inquiry in the Social Studies; Theories and Examples for Classroom Teachers*. Washington, D.C.: National Council for the Social Studies, 1967.
- Bloom, Benjamin, et al. *Taxonomy of Educational Objectives; the Classification of Educational Goals. Handbook I: Cognitive Domain*. New York: David McKay, Company, Inc., 1956.
- Chesler, Mark. *Role-playing Methods in the Classroom*. Don Mills, Ontario: Science Research Associates (Canada) Ltd., 1966.
- Fair, Jean, and Fannie R. Shaftel (eds.) *Effective Thinking in the Social Studies*. Washington, D.C.: National Council for the Social Studies, 1967.
- Fraser, Dorthy McClure (ed.). *Social Studies Curriculum Development: Prospects and Problems*. Washington, D.C.: National Council for the Social Studies, 1969.
- Fenton, Edwin. *Teaching the New Social Studies in Secondary Schools: An Inductive Approach*. New York: Holt, Rinehart and Winston, Inc., 1966.
- Hunt, Maurice P., and Lawrence E. Metcalf. *Teaching High School Social Studies*. Scranton, P.A.: Harper and Row Publishers, Inc., 1968.
- Kellum, David. *The Social Studies Myths and Realities*. New York: Sheed and Ward, 1969.
- Kenworthy, Leonard S. *Social Studies for the Seventies*. Waltham, Mass.: Blaisdell Publishing Company, 1969.
- Krathwohl, D. A., et al. *Taxonomy of Educational Objectives; the Classification of Educational Goals. Handbook II: Affective Domain*. New York: David McKay, Company, Inc., 1964.
- Logan, Lillian M., and Gerald T. Rimmington. *Social Studies: A Creative Direction*. Toronto: McGraw-Hill of Canada Limited, 1970.
- Massialas, Byron G. *Inquiry in Social Studies*. Scarborough, Ontario: McGraw-Hill Company of Canada Ltd., 1966.
- Massialas, Byron G., and Jack Zevin. *Creative Encounters in the Classroom—Teaching and Learning Through Discovery*. New York: John Wiley & Sons, Inc., 1967.
- Moore, E., and E. Owen. *Teaching the Subjects in the Social Studies*. Toronto: Macmillan, 1966.
- Morrissett, Irving (ed.). *Concepts and Structure in the New Social Science Curricula*. New York: Holt, Rinehart and Winston, Inc., 1967.
- National Council for the Social Studies. *Social Studies for Young Adolescents: Programs for Grades 7, 8 and 9*. Third Edition. Washington, D.C.: National Council for the Social Studies, 1967.
- Oliver, Donald W., and James P. Shaver. *Teaching Public Issues in the High School*. Boston: Houghton Mifflin Company, 1966.
- Raths, Louis E. *Values and Teaching: Working with Values in the Classroom*. Columbus, Ohio: Charles E. Merrill Publishing Company, 1966.
- Sanders, Norris M. *Classroom Questions: What Kinds?* Scranton, Pa.: Harper and Row Publishers, Inc., 1967.
- Selakovich, Daniel. *Problems in Secondary Social Studies*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1965.
- Shaftel, Fannie R. *Role Playing for Social Values: Decision-Making in the Social Studies*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1967.
- Simon, F. *A Reconstructive Approach to Problem Solving in the Social Studies*. Calgary: The University of Calgary, 1970.
- Taba, Hilda. *Teachers' Handbook for Elementary Social Studies*. Don Mills, Ontario: Addison-Wesley (Canada) Ltd., 1967.
- Tabachnick, B. Robert, and William R. Fielder. *Social Study—Inquiry in Elementary Classrooms*. Bobbs Merrill Company, Inc., 1966.

NOTE: Most of the above references may be found in the Elementary Social Studies Descriptive Catalogue of the School Book Branch, Department of Education.

# CHANGING SOCIETIES

JUSTICE

FAITH

WISDOM

WISDOM



## Chapter II

### ELABORATION OF PROGRAM COMPONENTS

#### THE CURRICULUM-INSTRUCTION PROCESS

Alberta's new School Act<sup>1</sup> stipulates that courses of study will be prescribed by the Department of Education.

However, the nature of this prescription will tend to be broad and will consist of statements of objectives as well as statements of minimum content expressed in terms of concepts, processes, experiences or skills. While such courses will form the basis for instruction, it is expected that within the framework of the prescribed courses, many decisions will be made at the district, school and classroom level in order to meet the needs of particular groups of students as well as the needs of individual students.<sup>2</sup>

The Department of Education's broad prescription for the social studies is outlined in Chapter I of this handbook. Chapter I might be called Alberta's "master-curriculum"<sup>3</sup> for social studies in Grades I-XII. It forms the basis for instruction but allows for many decisions at the district, school and classroom level.

**The task of translating the master curriculum into effective learning opportunities is the responsibility of educators at the local level.** In order to help teachers in their curriculum planning, Chapter II elaborates the values, skills and knowledge components of the master curriculum.

---

<sup>1</sup>Government of the Province of Alberta; *An Act Respecting Public and Separate Schools*: Edmonton, Queen's Printer, 1970. See Section 12(2) and 12(1)(d).

---

<sup>2</sup>Department of Education, "Curriculum Bulletin", December, 1970.

---

<sup>3</sup>Johnson, *Op. Cit.*

#### VALUES AND VALUING AS CURRICULAR CONTENT

Values are the feelings and ideas, for the most part unconscious, which individuals and societies hold in regard to what is right, good and important. Values predispose people to act in certain ways and are major determinants of human behavior. As such, they should form a definite and explicit part of social studies content.

In periods of deep anxiety and rapid social change value orientations come to the surface and become more intense. Education must by default or intent become embroiled in the current turbulent efforts to reconcile old and emerging values. The school must take responsibility for coming to terms with a questioning youth who is searching for answers to the deepest questions a changing democratic society can pose.<sup>4</sup>

As schools "become embroiled in the current turbulent efforts to reconcile old and emerging values", teachers find themselves riding a multi-horned dilemma. Are they to transmit the values of society or do they allow students to discover their own values? If teachers regard themselves as transmitters of values, which values do they transmit when society is so pluralistic that many competing values are extant? If students are allowed to discover their own values, will these values be functional for and tolerated by the society served by the school?

---

<sup>4</sup>Logan, Lillian and Gerald Rimmington, *Social Studies: A Creative Direction*, Toronto: McGraw-Hill of Canada Limited, 1970, pp. 29-30.



The teachers' dilemma is further complicated by questions relating to how values are internalized by an individual. Can we, in fact, "teach" values? It is commonly believed that values are "caught, not taught". However:

The widespread notion that values cannot be taught must be labeled as archaic. Pretechnical and preliterate societies have mastered the process with a high degree of predictability through intuitive means or through deliberate shaping of the maturation process spanning many generations. Authoritarian societies, which rise during periods of massive frustration, have shaken us with their success in building fanatical commitments to an explicit, simplified ideological catchism of totalitarian ends and modes of behavior which become dogma, and which are turned against others without equivocation or remorse.<sup>5</sup>

Assuming that we **can** teach values, we are still left with the question, "**Should** we teach values?" Should schools strive to inculcate values primarily designed to serve society? Or do we follow the existentialist dictum that:

In this perennial problem of human existence, authentic individuality is the highest value. The only values acceptable to an authentic individual are those which he has freely chosen.<sup>6</sup>

In attempting to resolve these dilemmas, teachers should be guided by the statement of Aims and Objectives for the Elementary Schools of Alberta. The statement establishes the policy that each elementary school in the province may adopt a philosophy of education appropriate to the needs and interests of the community which it serves; it is stipulated, however, that students must also be exposed to other philosophical positions. This policy arises from a basic belief in the rights of the individual, particularly his right to responsible participation in social decision-making.

---

<sup>5</sup>Smith, Robert R. "Personal and Social Values", *Educational Leadership*, Washington, A.S.C.D., May, 1964.

---

<sup>6</sup>Walker, B. D. "Values and the Social Studies". *A Rationale for the Social Studies*, Odynak, S. N. (ed), Alberta Department of Education, Edmonton, 1967, p. 149.



Further guidance may come from current educational theory and practice. Discovery learning is the order of the day. Schools are committed to the methodological values of objectivity, skepticism, and respect for evidence. We cannot "teach children to engage in inquiry and discovery and have them refrain from pushing their questioning to the point of asking what ought to be".<sup>7</sup>



Consistent with the above guidelines, the new social studies is concerned primarily with developing students' ability to process values. Each student is subject to bombardment by many, often conflicting, values from the home, the church, the peer group, the mass media. He must process these many values, accepting some, rejecting others and modifying still others. His unique behavior will represent a synthesis of the many values which he has had to process. Each person's behavior should attest to values that are **clear, consistent and defensible** in terms of the life goals of the individual as a member of society.

<sup>7</sup>Price, Roy "Goals for the Social Studies" in *Social Studies Curriculum Development: Problems and Prospects*, 39th Yearbook of the N.C.S.S., 1969, p. 51.

The many value positions with which each child is bombarded represent various forms of what societies generally agree to be a core of basic moral values.<sup>8</sup> **The social studies curriculum should provide a forum in which students can determine for themselves how they will interpret and apply these basic values.** Though many other values should also be considered, the following are deemed particularly worthy of attention in the social studies. The six values listed below are not mutually exclusive. They are all inter-related. For example, the dignity of man may well represent a composite of all the others.

Each student should determine how he will interpret and apply:

- i. **The Dignity of Man.** Human behavior is influenced by the value which is placed upon the dignity of man. Dignity is related to need-fulfillment. Maslow puts forward the theory that needs can be placed in a hierarchy which includes physiological needs, safety needs, love needs, esteem needs, and the need for self-actualization. Human dignity will have been maximized when each individual has actualized his potential. In talking about the dignity of man, students may use terms such as worth of the individual, human pride, importance, distinctiveness, supremacy, respectability, status, self-esteem, honor, etc.
- ii. **Freedom.** Human behavior is influenced by the value placed upon various forms of freedom. We may seek freedom **from** hunger, disease, oppression, etc. We also seek freedom **to** live our lives in satisfying ways. In talking about freedom, students may use terms such as liberty, independence, scope, margin, right, privilege, autonomy, self-determination, immunity, responsibility, etc.
- iii. **Equality.** Human behavior is influenced by the value placed upon equality. Variations in social and physical environment produce inequalities among individuals and societies. Not all people are prepared to grant equality to others. In talking about equality, students may use terms such as parity, evenness, similarity, synonymous, etc.
- iv. **Justice.** Human behavior is influenced by the value placed upon justice. Judicious behavior is usually based on reasoned consideration for others. Justice is sometimes codified through legislation and court decisions. In talking about justice, students may use terms such as fair play, security, what ought to be, impartiality, equality, reasonableness, legitimacy, rightfulness, etc.

<sup>8</sup>Walker, *Op. Cit.*

- v. Empathy. Human behavior is influenced by the empathy people hold for each other. Empathy is "The ability to put yourself in somebody else's shoes". Empathy arises from understanding and increases as a result of improved communication. In talking about empathy, students may use terms such as sharing feelings, projecting oneself, imagining, pretending, appreciating, etc.
- vi. Loyalty. Human behavior is influenced by the loyalties people hold. Loyalties may be directed toward persons, things and ideas. Multiple loyalties are possible. Loyalty conflicts must be resolved by assigning priorities among the loyalties. In talking about loyalty, students may use terms such as homage, allegiance, faithfulness, devotion, fidelity, obedience, trustworthiness, etc.



## SKILLS AND PROCESSES AS CURRICULAR CONTENT

Skills are developed abilities or aptitudes. There is a staggering array of social studies skills so complex as to defy satisfactory categorization. However, most social studies skills can be subsumed under the three major skills which define the valuing process—choosing, prizing and acting.

- i. Choosing. Choices should be made freely from among alternatives after careful consideration of the consequences of each alternative. This suggests that students must develop the sub-skills of:

—locating, gathering, organizing, interpreting, evaluating and summarizing information from a wide variety of sources, including print and non-print media, interviews, surveys, and observations

—identifying a problem and suggesting alternative courses of action

—formulating and testing hypotheses as to the likely consequences of each alternative

- ii. Prizing. Prizing includes being happy with the choice and willingness to affirm the choice, in public if necessary. This suggests that students must develop the sub-skills of:

—understanding their own value system

—using logic, rhetoric and semantics to speak and write in support of the choices made

- iii. Acting. Acting involves doing something with a choice, repeatedly in some pattern of life. This suggests that students must develop the sub-skills of:

—planning strategies and tactics suited to the intended action

—utilizing available resources

—carrying actions to a satisfying conclusion

It should be recognized that choosing, prizing, and acting encompass all of the affective, cognitive, problem-solving and social skills listed in Chapter I of this handbook. At the elementary grade level, it might be expected that skills would be only partially developed. Expectations for levels of skill development should be established by each teacher.

## CONCEPTS AND GENERALIZATIONS

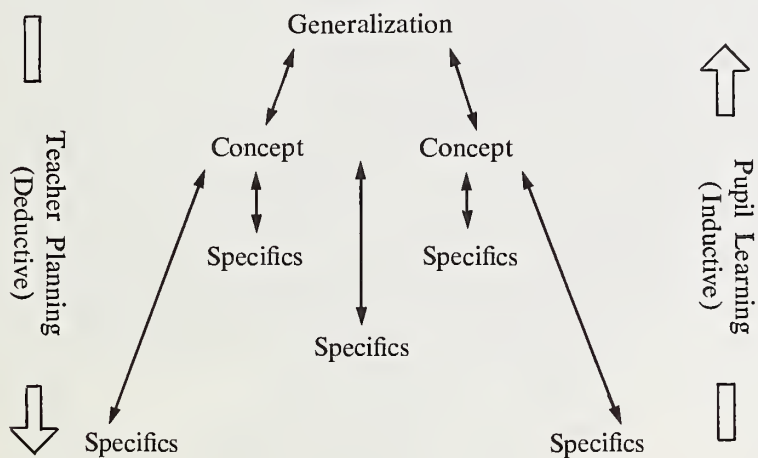
### AS CURRICULAR CONTENT

Knowledge is useful only to the extent that it finds expression in human behavior. The kinds of knowledge which are likely to have the greatest influence on human behavior are the "big ideas" which we call concepts and generalizations. A concept is an abstraction—an idea generalized from particular cases. A generalization is a statement which expresses relationship between two or more concepts. Concepts and generalizations have the power to symbolize vast amounts of information. They differ from facts in that they are transferable from one setting to another. They are also more easily remembered and are less subject to obsolescence.

The "big ideas" to be developed in Alberta's social studies curriculum are expressed as concepts. These concepts must be developed by tying together facts and specifics. Concepts can then be embodied in even more abstract generalizations. In selecting social studies content, teachers should plan deductively from generalization to concept to specifics. Students should learn inductively; beginning with specific data, conceptualizing this data and then generalizing about the concepts.

#### The Place of Concepts in Social Studies

##### Teaching and Learning



Concepts used in the social studies are drawn from history, geography and the social sciences. Some social studies curricula are multidisciplinary in that concepts from the various social disciplines remain distinct and separate. The Alberta curriculum is inter-disciplinary. Concepts from the social disciplines are integrated in such a way as to be indistinguishable as separate entities. It is our belief that man's behavior should not be compartmentalized for study. The major concept to be developed in the Alberta social studies curriculum is INTERACTION. The interaction concept is basic to most social disciplines. It is the process through which man relates to his social and physical environment.

The interaction process takes place in an ENVIRONMENT defined by **time, space, system** and **culture**. Interaction produces CAUSAL RELATIONSHIPS which are influenced by **goals, norms, technology** and **power**. Interaction results in INTERDEPENDENCE which may take the form of **cooperation, conflict, stability** or **change**.

All of the above concepts should receive some attention at each grade level in the elementary social studies program. It is suggested, though, that teachers select two or three concepts to be emphasized in each unit of study. (See spiral of concepts, page 14.)

The following generalizations embody the basic concepts outlined above. Generalizations are high-level abstractions. They are stated here in what is essentially adult terminology. **In planning units and lessons, teachers should translate these generalizations into language more appropriate to the level of his or her students.**

#### a. Environment

Man constantly seeks to satisfy his social and physical needs. In so doing, he attempts to adapt, shape, utilize, and exploit his social and physical environment.

- i. Space. The nature of man's organization of activities within an area (spatial organization) results from his social-political attitudes, needs and demands; the kinds of resources at his disposal; and the stage of his technology.
- ii. Time. Man lives within a measured space of time. His efficiency is determined by the successful use of time in meeting his needs and demands, and, in some cases, assisting others in meeting their needs and demands.
- iii. Culture. Culture is a product of man's exclusive capacity to comprehend and communicate by means of symbols, gestures,



and experiences. Culture is socially learned and consists of the knowledge, beliefs, and values which humans have evolved to establish rules of group life and methods of adjusting to and exploiting the environment. Each culture serves to sustain the individuals who live within that culture.

- iv. System. Societies require systems of social control to survive. These controls are based upon uncoded or coded rules of behavior (mores, values and laws). Infraction of mores, values and laws brings ostracism, or pressure to conform to the controls.

#### b. Causality

All men are biased by the values established in their cultures, by their position in time and space, and by their individual tastes and prejudices. The biases cause diversity in goals and in the means chosen for attaining these goals. That events are caused is basic to grasping the course and meaning of social action.

- i. Goals. Values held by individuals, social groups and nations are reflected in the goals which they choose. Cultural differences determine priorities among these goals.
- ii. Norms. Each of the social groups to which an individual belongs helps shape his behavior. Members have different ways of acting, perceiving, thinking and feeling. Groups exert pressures on their members so that they will accept and follow group

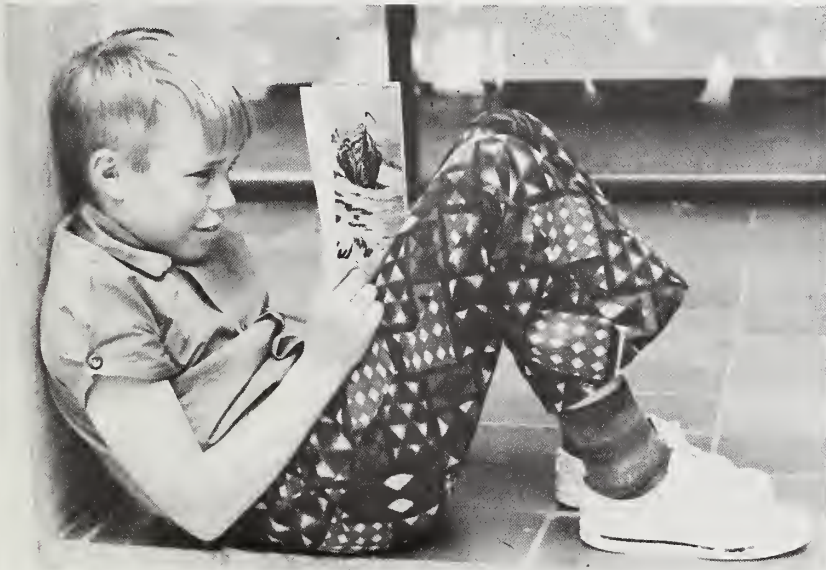
ways and mores. The behavior of any individual reflects in many ways the norms of the group.

- iii. Technology. Man uses technology to supply his social and physical needs. The complexity of his technology varies with the culture. Acceptable levels of supply and demand are also determined by culture. Differences in technological advances within and among cultures lead to problems of distribution, employment, and of meeting new needs.
- iv. Power. Power is a relationship by which an individual, group or nation can take action which affects the behavior of self and others. The number of options for action and the means to exercise those options, are the determiners of power. Power is finite, thus there is conflict among those who covet power.

#### c. Interdependence

The social and physical environment influences man's ways of living. Man in turn modifies this environment. As he becomes more technically efficient, man is more able to modify his environment. The distribution of people and their institutions in time and space, as well as the processes that bring about their establishing of patterns, is called human ecology. This is the study of interdependence between man and his environment. It involves for example, clothing, shelter, natural resources, food, institutions, folkways and mores.

- i. Cooperation. A major problem in the modern world is to discover ways in which individuals, social groups and nations with similar or divergent cultures can cooperate for the welfare of mankind and yet maintain as much respect for one another's cultural patterns as possible.
- ii. Conflict. Conflict is a process-situation in which two or more human beings or societies seek actively to thwart each other's interests, even to the extent of injuring or destroying each other. Individual conflict may exist within an individual's personality in which needs are in competition for satisfaction.
- iii. Stability. Man has established traditional patterns of living which tend to remain relatively stable. Most people prefer to engage in activities which are familiar to them. Technology sometimes threatens the stability of life situations.
- iv. Change. Change has been a universal condition of human society. Pace of change varies with culture and is determined by traditional needs and exposure to other cultures. The tempo of change has increased markedly in technological societies in the recent past.





## Chapter III

### PLANNING INSTRUCTIONAL UNITS WITHIN THE ELEMENTARY SOCIAL STUDIES PROGRAM

Chapter I of this handbook prescribed the master-curriculum for social studies in the province of Alberta. Chapter II elaborated upon the major components of the program. The current chapter suggests one means of implementing the program — the preparation of well-constructed unit outlines.

In each unit, an appropriate number of items should be selected from the master-curriculum and organized for instructional purposes. Units must be planned in ways that allow the different needs and interests of students to be served. Within the same unit plan, students may work as a whole class, in small groups or on individual projects.

Alberta teachers have been preparing their own unit outlines for many years, often with the help of externally-prepared resource units. A set of suggested procedures for developing unit outlines is offered at this time because of certain characteristics of the new Alberta Social Studies Program. These characteristics have important implications for unit planning:

1. Planning must include an emphasis upon **VALUES** and the **VALUING PROCESS**
2. Activities within the unit should be planned as a means of developing thinking and problem-solving **SKILLS**
3. The content of the unit must be selected for its utility in building toward the understanding of **CONCEPTS** and **GENERALIZATIONS**
4. The greater **FLEXIBILITY** of the new social studies curriculum allows for planning to take into account the **NEEDS** and **INTERESTS OF CHILDREN**

For further explanation of numbers 1, 2 and 3 above, see the preceding chapter of this handbook.

The master-curriculum for social studies in Grades I-XII is purposely flexible. Units of study may be organized around problems, themes, or topics which students wish to investigate. **For approximately two-thirds of class time, the problems, themes and topics of study should be ones which fit into the very broad scope and sequence outlines on**

**pages 16 and 17 of this handbook. During the remaining one-third of class time students may confront the problems of any people from any time and any place.** All units should meet the criteria set out on page 18 of this handbook.

The planning of all social studies units should be preceded by class discussions which are guided by probing questions from the teacher. Purposes of this pupil-teacher discussion should be to identify:

1. Problems, themes, or topics which students wish to investigate
2. Attitudes, feelings, beliefs, and values which need clarifying
3. Skills which need strengthening
4. Areas of knowledge in which conceptual understanding is lacking

Most teachers already use suitable formats in the preparation of unit plans. However, some may prefer to use the following format which allows for effective integration of objectives and learning opportunities.

#### FORMAT OF THE UNIT PLAN

1. Unit Title
2. Overview
3. Objectives
  - (a) Value objectives
  - (b) Skill objectives
  - (c) Knowledge objectives
4. Learning Opportunities
  - (a) Opener
  - (b) Development
  - (c) Evaluating unit outcomes

Each element of the unit format is described below. The criteria written in bold type are intended to guide teachers as they prepare their own unit outlines. All criteria have been extracted and compiled as a check list which appears on pages 38 and 39.

## TITLE—VALUE ISSUES AS THE FOCUS OF STUDY

**Criterion I: Does the title direct attention to a pertinent value issue, expressed in terms which require students to make value judgements?**

Consistent with the master-curriculum's emphasis on the valuing process, it is strongly suggested that elementary social studies units be organized around value issues. Value issues are usually expressed in question form and require students to make value judgements. For example, "**Should** family income be spent on recreation?" "What is the **best** form of transportation in urban areas?"

A clearly stated value issue provides focus for the whole unit of study. The value issue directs attention to the affective component of learning; it suggests the need to develop inquiry skills; it indicates the need to learn facts, concepts and generalizations which are basic to an understanding of the value issue. Using a value issue as the unit title has the advantage of extending the unit beyond the traditional focus. For example, in Grade VI, the title "**Should** Religion Have Been So Dominant in Aztec Life?" provides a more useful focus than the title, "Aztecs". Similarly, the title, "How **Should** People Treat People in the Supermarket?" requires students to be more evaluative than does the title, "The Supermarket".

## OVERVIEW

**Criterion II: Does the overview explain the teacher's general objectives and the relationship of this unit to the master-curriculum?**

Intended to clarify and expand the title the overview should also include a statement of the teacher's objectives for the unit. These objectives should show how the unit will relate to the master-curriculum: the overview may identify the particular values, skills or concepts which will receive the greatest emphasis; history, geography or a particular social science may be designated as providing perspective for the unit; role-playing, simulation, inquiry, or other techniques may be mentioned; the temporal and geographic "boundaries" of the unit may be stated; the way in which the unit relates to previous and succeeding units may be specified.





## WRITING UNIT OBJECTIVES

**Criterion III:** Are the multiple objectives of the unit consistent with both the master-curriculum and the needs, interests and abilities of particular students as members of society?

- A. Are the objectives stated in terms which clearly identify the expected behavior of students and the content of learning?
- B. Are value objectives stated in such a way that students are required to explore and clarify individual and social values?
- C. Do skill objectives define particular skills and identify behaviors which might give evidence that students have developed these skills?
- D. Do knowledge objectives identify the concepts and generalizations that are to be developed?

The major challenge in developing curriculum at the classroom level is to effect a marriage of the child's current interests, needs and abilities with the values, skills and concepts which he needs in meeting life situations now and in the future.

In writing unit objectives, primary attention should be devoted to affective learning. Objectives should also include attention to skill development and conceptual knowledge. Finally, objectives should be stated in such a way as to indicate both the **ACTIVITY** and the **CONTENT** of learning experiences.

These points are illustrated by the following examples of unit objectives:

### Value Objectives

e.g. **Students should clarify (activity) their feelings toward native peoples (content)**

### Skill Objectives

e.g. **Students should postulate and verify (activities) causal hypotheses (content)**

### Knowledge Objectives

e.g. **Students should analyze (activity) the causes of discrimination (content)**



## LEARNING OPPORTUNITIES

**Criterion IV: Do learning opportunities provide practice with behavior and content identified in the statement of objectives?**

- A. Are there specific opportunities for valuing?
- B. Are there specific opportunities for skill development?
- C. Are there specific opportunities for gaining and using conceptual knowledge from the social studies and other subjects?
- D. Are learning opportunities such that students are motivated by a clear sense of purpose?
- E. Are data and materials that are appropriate for student use and/or development available?
- F. Do the learning opportunities build on what has gone before and prepare for what is to come?
- G. Are there opportunities for individual and/or group action on the problems studied?
- H. Is evaluation of student behavior done in terms of objectives and as a continuous process?

Learning opportunities are situations in which students can practice various behaviors for the purpose of achieving educational goals. Specific learning opportunities may relate to one or many of the multiple objectives of each unit.

The sample units which appear later in this handbook suggest a wealth of learning opportunities which have been used successfully with Alberta students. The sample units, or other units developed by teachers, may be taught using an inquiry model.<sup>1</sup> The following outline suggests some learning opportunities that could be incorporated into an inquiry unit.

<sup>1</sup>A commendable model of inquiry, culminating in action, has been developed by Frank Simon. See Simon, *op. cit.*

## Opener

The "opener" is the part of the unit during which the teacher and students identify one or more value issues to be investigated. The opener sets the stage. It motivates. It defines (but need not limit) what will be done during the remainder of the unit.

**The discrepant event.** Proponents of inquiry teaching suggest that a "discrepant event" makes a worthwhile opener. A discrepant event is something which reveals a discrepancy; it is hard to explain; it gives rise to hypotheses. Examples of discrepant events might include a film-loop, unusual picture, item of realia, literary reading, or anything which interests, perplexes or disconcerts the student. A teacher introducing a unit entitled, "Should Metis People Be Integrated Into White Society?" might introduce that unit by using as the discrepant event a picture of Louis Riel's Regina trial. The picture study should not be limited to intellectual analysis. Students should have the opportunity to clarify their feelings toward trial by jury, capital punishment, the Metis people, etc.<sup>2</sup>

**Identifying the problem.** Following presentation of the discrepant event, students and teachers focus on particular dimensions of the problem. Through questioning and the uncovering of additional information, students should identify a particular aspect which they would like to explain or act upon.

**Hypothesizing.** Having focused on particular dimensions of the problem, students should postulate hypotheses which seek to explain the problem on which they have focused. Some hypotheses attempt to explain why something has already taken place (causal hypotheses). Others predict what will happen in the future (hypothetical result). Hypotheses should be based on all known evidence; should not over-emphasize selected evidence; should observe laws of probability; should avoid logical contradictions.

As students formulate hypotheses, they are, in effect, committing themselves. They are laying their ideas on the line to be tested. To the extent that this is true, Criterion IV-D will have been satisfied; students will be motivated by a clear sense of purpose.

The hypothesizing stage is fertile ground for value clarifying. Students' hypotheses are, themselves, an indication of feelings, attitudes and values. Techniques which bring attitudes and feelings into the open should be used at this time.

<sup>2</sup>See Raths et al *op. cit.* and Shaftel, *op. cit.* and Chapter IV of this handbook for strategies to be used in value clarification.

## Development

It is in the development stage of the unit that most of the criteria listed under number IV will be met.

**Testing the hypotheses.** This is the stage at which inquiry learning moves toward the testing of hypotheses. Students should TEST their hypotheses, NOT DEFEND them. Reliable data are essential to the testing of hypotheses. It is important that data represent all sides of an issue. Biased data should be recognized as such.



Students gather data from all available sources. Primary source material is best. Field study, interviews with resource people, documents, newspaper accounts, Jackdaw folios, maps, photos, tape recordings, etc. leave room for students to carry out their own analysis of data. (Students can use most A.V. equipment on their own. Hence, films, filmstrips, transparencies, tape recordings, etc. can be valuable sources of data for individual students and groups.)

After data has been gathered, it should be analyzed. Students must establish criteria for the analysis of data. Their criteria might ask: Is the evidence fact or opinion? Is it consistent? What are the stated or unstated assumptions which underlie the evidence? Are generalizations supported by fact? From what frame of reference is the evidence presented?

Students demonstrate and clarify their own values while testing their hypotheses. Their own biases and their attitudes toward the scientific method become very evident. Likewise, they have the opportunity better to understand the values of others. Value clarification techniques should be used at this stage.

**Reaching tentative conclusions.** After analyzing their data, students should be in a position to reach tentative conclusions. They may verify, reject or modify their hypotheses.

**Following research activity concerning social problems, students should explore opportunities for individual and/or group action on the problem.**

Succeeding chapters of this handbook suggest a variety of techniques for providing learning opportunities which may prove useful in the new social studies. Teachers may also wish to consult standard professional references for help in planning learning opportunities.

For activities and content to be used in meeting value objectives, please see:

Raths et al., *Values and Teaching*, Charles E. Merrill. 1966.  
Shaftel and Shaftel, *Role-Playing for Social Values*, Prentice-Hall. 1967.

Teaching-learning strategies for developing inquiry skills are described and illustrated in:

Carpenter, H. M., *Skill Development in Social Studies*, Washington, D.C., N.C.S.S. 1963 Yearbook.

Fair and Shaftel, *Effective Thinking in the Social Studies*, N.C.S.S. 1967.

Lippitt, et al., *The Teacher's Role in Social Science Investigation*, S.R.A. 1969.

Moore and Owen, *Teaching the Subjects in the Social Studies*, Mac-Millan. 1966.

Sanders, N. M., *Classroom Questions: What Kinds?* Harper and Row. 1966.

Simon, F., *A Reconstructive Approach to Problem-Solving in the Social Studies*, University of Calgary. 1970.

Teaching for concept development can be made more effective by reading:

Taba, H., *Teacher's Handbook for Elementary Social Studies*, Addison-Wesley. 1967.

Morrissett, I. (ed.), *Concepts and Structure in the New Social Science Curricula*, Holt Rinehart. 1967.

All of the above references are available from the School Book Branch, 10410 - 121 Street, Edmonton and are listed in the current School Book Branch Catalog for Elementary Social Studies.

### Evaluating Students' Attainment of Values

Evaluation must be related directly to program objectives. In keeping with the values-orientation of the new social studies curriculum, it is essential that teachers evaluate the attainment of value objectives. Teachers should not pass judgements on students' values, per se. Criteria to be looked for in evaluating the attainment of value objectives include:

1. Are students CLEAR about their values? Do they know what they value?
2. Are students' values CONSISTENT? Are their values consistent with one another and with the students' life-goals? Are these values manifested in consistent patterns of behavior?
3. Are students' values DEFENSIBLE? Do their values stand the test of logic and reason? Are students aware of the consequences of their values?

**It is recommended that percentage grades and report card marks not be assigned according to the attainment of value objectives. The values of a particular child should be discussed during parent-teacher or parent-teacher-student interviews.**

In attempting to evaluate the student's internalizing of a value system, teachers must be aware of how a value system develops. They should look for evidence that indicates the stage each child has reached in the development of his own value system.

David Krathwohl and his associates<sup>3</sup> have attempted to describe the stages one goes through in internalizing a system of values. In simplest terms, this process starts when we become aware that something exists; we respond to that something, first of all because others expect us to do so and later because we gain personal satisfaction from our response; we then begin to place value upon that something; since some things are valued more than others, we have to assign priorities by organizing a system of values; finally, patterns emerge within our value system and our behavior is guided by a relatively consistent philosophy of life.

Valuing, more than any other objective, must be the subject of continuous evaluation. For the most part, the attainment of value objectives will be evaluated through non-quantitative means. **Class discussions, role-playing, written work and in- and out-of-school behavior provide the best indicators of the clarity, consistency and defensibility of students' values.**

<sup>3</sup>*Op. cit.*

Many of the value clarification techniques outlined in Chapter IV can be used for evaluation purposes. Some of these techniques provide quantifiable data concerning the values of individuals and groups.

### Evaluating the Attainment of Skill and Knowledge Objectives

In evaluating the attainment of skill and knowledge objectives, teachers should test more than the recall or recognition of factual knowledge. Reference should be made to the *Taxonomy of Educational Objectives: Cognitive Domain*. Sample questions representing **higher levels of the taxonomy** appear below. These questions are organized in a manner consistent with the problem-solving model in Chapter I of this handbook and not in the order originally established by Bloom.<sup>4</sup>

The following descriptions and examples are far too brief to serve as a complete guide. For more detailed suggestions on evaluating the attainment of skill and knowledge objectives, teachers should refer to: Sanders, *Classroom Questions: What Kinds?*, Harper and Row, 1967. Berg, H. D. (ed.), *Evaluation in Social Studies*, N.C.S.S. 1963.

Both sources are available from the School Book Branch.

**Translation** is the intellectual process of changing ideas in a communication into parallel forms—oral, written, pictorial, and graphic. Examples of translation include changing the form of knowledge communicated into (or from) the forms of pictures, graphs, charts, maps, models, socio-dramas, poems, outlines, summaries, and detailed statements. The term “paraphrase” suggests a classic example of translation.

Examples:

1. Tell the meaning of the following sentence in your own words.
2. Plan and present a socio-drama of Christmas in Fort Edmonton.
3. Transfer factors determining the climate of a region (learned from a verbal description) to an outline map of that region.
4. What idea that we studied in this unit is close to the main point the artist makes in this cartoon?

**Interpretation** is the process of relating facts, generalizations, definitions, values, and skills. Interpretation questions require the student to discover relationships in information given him at a commonsense level.

Examples:

1. Is the climate of the Okanagan Valley different from or the same as that of the Annapolis Valley?

<sup>4</sup>Bloom, *op. cit.*



2. We have seen that community services are paid for by taxes. What might happen if the town hires an extra policeman?
3. Reread your text and notes to find evidence that there was no freedom in the ancient world.
4. A pioneer is defined as "one of the first to settle in a territory". Was Simon Fraser a pioneer?
5. Study the attached temperature and precipitation chart to determine which of the locations has a continental climate. (Assume climatic types have been studied in class.)
6. Why does the CNR keep an extra supply of locomotives in its terminal at Jasper in the Rocky Mountains?

**Analysis** problems are solved by a **conscious** employment of the parts and processes of reasoning. Instruction in the form of reasoning required is a prerequisite task. Many analysis questions present an example of reasoning and the student is asked to analyze the type of reasoning used.

1. What method(s) of reasoning has the author used in reaching his conclusions that education is the best solution to the problems of the Eskimo?
2. Analyze the reasoning in this cartoon.
3. Analyze the reasoning in this quotation  
**"In a totalitarian state even the thoughts of the people are controlled. The characters in George Orwell's *Animal Farm* were not allowed to think as they wished. We can see, then, that *Animal Farm* has become a totalitarian state."**
4. Select from these old newspaper articles those which have historical importance and those which are likely to be of little interest to the historian. Give reasons for your selection.

**Evaluation** is akin to analysis in that it requires preparatory instruction in the processes to be employed. Pupils must be taught to:

- a) recognize the differences between facts, values and opinions.
- b) establish appropriate standards or values (questions which list the standards to be used are better classified as interpretation)
- c) determine how closely the idea or object meets these standards or values. Examples:
  1. Which of the following statements are facts; which are values; which are opinions?
  2. Establish a check-list for evaluating the qualities of a good neighbour.
  3. Use the attached check-list to evaluate the services provided in our community.

4. You have been given pictures and written descriptions of eleven people. These eleven people are the survivors of an airplane crash and are trapped in the desert. A camel train finds them and is able to carry six of the survivors to safety. It is quite possible that the five who are left behind will not be alive when the camel train is able to get back for them. Which six people should be taken to safety?

**Synthesis** thinking is original, creative thinking. "This involves the process of working with pieces, parts, elements, etc., and arranging and combining them in such a way as to constitute a pattern or structure not clearly there before." (Bloom, p. 162). Synthesis thinking occurs best in a situation where there is a real problem to be solved — likely a problem to which there is no single correct answer. Examples:

1. You are with Van Horne as the CPR approaches the Rockies. Major Rogers has just returned after searching for a route through the mountains. What questions would you ask him?
2. Canadian farmers have produced more wheat than they can sell. Devise a set of rules which the Canadian Wheat Board might use in determining how much wheat each farmer can send to market.
3. What could Mr. Dunbar do to attract more customers to his supermarket?
4. Draw up a plan that our class could follow to get more equipment for our playground.
5. Design an experiment to determine whether girls or boys know more about Canadian history.

**Application** questions are designed to give students practice in the transfer of learning. Some application questions lead to study and action on problems or projects in the community. Such behavior-centered questions might require children to study the problem of world hunger and collect money, food or clothing to fill the needs they have identified. Problems relating to local traffic patterns, health practices, economic difficulties, etc., can be topics for behavior-centered application.

More often, application questions give rise to mainly intellectual effort. Having studied one developing country, pupils might be asked to describe conditions in a second equally-backward nation. Without actually being told to do so, the students would be expected to apply to the second country the concepts and generalizations learned from a study of the first.

Application questions relating to skill development are a common feature of many elementary classrooms. Reading maps, locating information, writing reports, etc., are application of skills.



## CHECK-LIST OF CRITERIA FOR UNIT DEVELOPMENT

Criteria	Check	Comment
I. Does the title direct attention to a pertinent value issue, expressed in terms which require students to make value judgements?		
II. Does the overview explain the teacher's general objectives and the relationship of this unit to the master-curriculum?		
III. Are the multiple objectives of the unit consistent with both the master-curriculum and the needs, interests and abilities of particular students as members of society?		
A. Are the objectives stated in terms which clearly identify the expected behavior of students and the content of learning?		
B. Are value objectives stated in such a way that students are required to explore and clarify individual and social values?		
C. Do skill objectives define particular skills and identify behaviors which might give evidence that students have developed these skills?		
D. Do knowledge objectives identify the concepts and generalizations that are to be developed?		



**IV. Do learning opportunities provide practice with behavior and content identified in the statement of objectives?**

**A. Are there specific opportunities for valuing?**

**B. Are there specific opportunities for skill development?**

**C. Are there specific opportunities for gaining and using conceptual knowledge from the social studies and other subjects?**

**D. Are learning opportunities such that students are motivated by a clear sense of purpose?**

**E. Are data and materials that are appropriate for student use and/or development available?**

**F. Do the learning opportunities build on what has gone before and prepare for what is to come?**

**G. Are there opportunities for individual and/or group action on problems studied?**

**H. Is evaluation of student behavior done in terms of objectives and as a continuous process?**

Criteria	Check	Comment
IV. Do learning opportunities provide practice with behavior and content identified in the statement of objectives?		
A. Are there specific opportunities for valuing?		
B. Are there specific opportunities for skill development?		
C. Are there specific opportunities for gaining and using conceptual knowledge from the social studies and other subjects?		
D. Are learning opportunities such that students are motivated by a clear sense of purpose?		
E. Are data and materials that are appropriate for student use and/or development available?		
F. Do the learning opportunities build on what has gone before and prepare for what is to come?		
G. Are there opportunities for individual and/or group action on problems studied?		
H. Is evaluation of student behavior done in terms of objectives and as a continuous process?		



# *SAMPLE UNITS*

The subject matter content of each sample unit that follows is appropriate to the grade level indicated but many of the techniques, methods and processes may be adopted for use at any level. Teachers are therefore urged to study all sample units.



# HOW SHOULD PEOPLE TREAT PEOPLE IN THE SUPERMARKET?

## ACKNOWLEDGEMENT

The Department of Education gratefully acknowledges the work of the following teachers who developed the Social Studies Unit on the Supermarket.

Mrs. Thelma Pendergast, Red Deer County Elementary Consultant  
(Chairman)

Mrs. Diane Averill, Grandview School, Bowden

Mrs. Gwen Clark, River Glen School, Red Deer

Mrs. Marie Mann, John Wilson Elementary School, Innisfail

Mrs. Helen Marshall, Grandview School, Bowden

Mrs. Christine Murphy, Spruce View School, Spruce View

Mrs. Agnes Riley, River Glen School, Red Deer

Miss Lexie Stevens, John Wilson Elementary School, Innisfail

Mrs. Edna Whittemore, River Glen School, Red Deer

## Grade Two Social Studies Sample Unit

### HOW SHOULD PEOPLE TREAT PEOPLE IN THE SUPERMARKET?

#### OVERVIEW

As an outcome of this unit, children should develop a sense of responsibility for the effective operation of their neighbourhood. Pupils should be aware of honesty and dishonesty in the interaction of community members — specifically the interaction which occurs at the supermarket or local grocery store. Thus, the value objectives of this unit relate to **responsibility, empathy and honesty.**

Since most second-year students are familiar with many visible aspects of the supermarket or store, **this unit is designed to explore the less obvious problems.** The unit should be more a sociological study than an economic one. The major concept to be learned through this unit is **goals.** Skills to be emphasized include classifying (analysis) and hypothesizing (synthesizing).

This unit will concentrate on four aspects of a supermarket and afford opportunities for pupils to organize information, pose problems, suggest possible solutions for them and, in some cases, test their solutions. The four aspects are:

1. Employer-employee relations.
2. Customer relations.
3. Advertising.
4. Packaging

Teachers should not feel that they are committed to study an urban supermarket if this is not pertinent to the needs of their pupils. The objectives of the unit can be realized by a study of a corner store, a village store, a country store or even the mail-order catalog.

Again it must be emphasized that it is not the aim of this unit to merely increase the child's knowledge or skills but, above everything else, to provide opportunities for building his value system.

## OBJECTIVES

### A. Value Objectives

Students will make value judgements concerning the advantages and disadvantages of:

1. Respecting the rights, feelings and ideas of others (Empathy).
2. Recognizing the worth of other people's contributions to the neighbourhood (Empathy).
3. Accepting responsibility in job activities (Responsibility).
4. Treating others justly, fairly and honestly (Honesty).

### B. Skill Objectives

1. Students will **locate** and **classify** information on the supermarket in picture and chart form.
2. Students will **hypothesize** and **solve problems** related to the interaction of people in satisfying their basic need for food.
3. Students, by **conducting a survey**, will give evidence of the ability to **tabulate and interpret information** by means of a bar graph.
4. Students will develop speaking and listening skills, such as **speaking clearly** and **telling the facts in order**.

### C. Knowledge Objectives

1. Understanding of such terms as advertising, wants and needs, services, division of labour, employer, employee, customer, cashier will be indicated in student oral or written examples and explanations (System).
2. Students will be able to recognize and explain when presented with picture examples of interdependence, how people of a neighbourhood are dependent upon each other (Interdependence).
3. Students will be able to identify from listed examples those which require people to cooperate to get a lot accomplished (Cooperation).
4. Pupils should gain an understanding of the following generalizations, all of which relate to the major concept of goals:
  - a. The members of society have different wants and needs. (e.g. The supermarket owner needs people to shop there. The customer needs food to satisfy his basic need of hunger.) Certain institutions (such as the supermarket) have available a variety of goods to meet the demands made by the members of society.
  - b. A variety of personnel provide the services that the members of society require.

- c. All individuals have a responsibility to do their jobs well and thus provide a worthwhile contribution to society.
- d. How an individual performs his job or role affects all others involved.
- e. All well-done jobs make a worthwhile and necessary contribution to society.
- f. All individuals make choices to meet their needs.

## LEARNING EXPERIENCES

### Generalizations or Values to be Stressed

### Questions

### Activities (See Bibliography for Sources)

#### A. Opener

The supermarket is a major part of the neighbourhood.

1. What is happening?
2. Where is it happening?
3. What is a grand opening?
4. Why is it happening?

Bulletin board display with captions, pictures, balloons, flags, "Grand Opening".

Each child writes one reason for the grand opening. These are read, discussed and tabulated on the board. Later, one member of class makes a chart.

Neighbourliness

5. Where do you shop?
6. Whom do you meet there?

Children start title page on grand opening for a booklet on the supermarket. (Pupils own creative work—not ditto worksheets.) Read **Communities at Work**—"Food for the City".

Differing needs and wants

7. Why do your parents shop at the supermarket?

Make a combined checklist from pupil responses. Have parents check their reasons. Tabulate the responses by using objects which could be stacked. One object for each response. Convert these to a stencil bar graph for their booklets.

#### B. Development

##### 1. Employer-employee relations

Institutions provide a variety of goods and services to meet the societies' needs and wants.

1. What things are bought at the supermarket?
2. Where do you find these goods?
3. What departments are there at the supermarket?

Bring grocery lists from home or make their own.

Classify the groceries (Meat, Produce, Grocery, Miscellaneous).

##### Game:

Shopping at the Supermarket

Purpose: To strengthen auditory discrimination of beginning sounds.

Players: Four



**Generalizations or  
Values to be Stressed**

**Questions**

**Activities**

A variety of personnel provide the services that society requires.

Interdependence-responsibility  
Cooperation  
Equality  
How an individual performs his role affects others (empathy).

4. What workers are needed because of the variety of departments?
5. What are the duties of each employee?
6. What happens if each worker does not fulfil his job?

**Materials:**

Twenty word-cards each of which indicates something that can be bought at the supermarket; a shopping bag; a master word-list for the leader, representing the beginning sounds on the word-cards.

**Directions:**

The leader gives five cards, randomly selected, to each player and says, for example, "Who has bought something that begins like banana?" The players listen intently and those whose words answer the question give their cards to the leader who puts them in the shopping bag if they have been correctly selected. (Examples in this case are beans and biscuits.) If a winner is desired, he will be the one who first disposes of all his cards. (It should be noted that this is a game in which skill and luck may combine to determine the winner, thus the slower child has a chance to win.)

**Adaptations:**

- a. Blends could be used as well as medial sounds.
- b. The game could be made more difficult by using more cards.
- c. This game could be adapted to the vocabularies of arithmetic, science and social studies.

Read "Let's Go to the Supermarket" from **Your World**. Reclassify if necessary and include along with pictures in the booklet. Pupils list employees for booklets as a result of their research.

Small groups prepare oral or written reports. May make stencils of reports for booklets. These can be put in riddle form.

**Generalizations or  
Values to be Stressed**

**Questions**

**Activities**

Honesty  
Responsibility  
Loyalty  
Courtesy  
Personal appearance  
Empathy

7. If you were the manager, what would you look for when hiring employees?

**Role Play:**

Contrasting a job well done to one poorly done.

1. How would the other workers feel?  
What would happen if?
  - a. Peter was late returning for work. Bill was waiting to go home for supper.
  - b. Mary forgot to order the plastic bags needed to wrap the meat.
  - c. Harry does not come to work and does not let the manager know in time to get someone to take his place.
  - d. Groceries well-packed as opposed to those poorly-packed.
  - e. Bob does not want to go to work today. He would rather accompany his friends to the lake for a swim. Someone suggests he 'phone his manager and say he is sick.
2. How would the customers feel?  
What would happen if?
  - a. Housewife finds the eggs broken or bread squashed.
  - b. Housewife sees the meat packer or baker with dirty hands and dirty apron.

Picture discussion of one or more workers.

**Making Decisions When Hiring Employees**

1. Which of these would be good employees? Why? Some could be acted out.
  - a. Jim Brown was hired by Mr. Fox, manager of the local grocery. Jim's job was to pack groceries and take them to the cars. Jim put heavy tins at the bottom of the bags and then put the bread on top of the tins. Was he the kind of worker Mr. Fox wanted?
  - b. Bob did not like to carry the bags out to the customers' cars. He often packed the bags so that eggs, bread or doughnuts were squashed by heavy cans of juice or boxes of soap. Was he the kind of worker Mr. Fox would want?
  - c. Harry always seemed happy and cheerful. Everyone liked to talk with Harry. He always thanked them for shopping and hoped they would return. "See you again soon" he'd say.

**Generalizations or  
Values to be Stressed**

**Questions**

**Activities**

**2. Customer behaviour**  
A variety of personnel provide the services that the members of society require.

1. Why are employees needed in the supermarket?
2. What do you call the people who shop at the supermarket?
3. What do you call the people who work at the supermarket?
4. What is a customer?
5. Where do they come from?
6. What responsibilities do customers have?

- d. Dick Farley was also a bagger at the local grocery. He was always neatly dressed, had his hair combed and had changed his apron daily.
  - e. Betty was glad when coffee time arrived. She met a friend for coffee and was so interested in talking that she took fifteen minutes longer than she should.
  - f. Sue was asked to mark the cans of soup as 2 for 19¢. She was not paying attention and marked the soup 23¢ a tin.
2. Which of these would be good employees? Why?
- a. Today the grocery store was having a sale on cranberry sauce and turkey. Sam was to keep the shelves full. Mrs. Long wanted a turkey and cranberry sauce but there was no cranberry sauce on the shelf.
  - b. Tom was asked to move a display of pop from the back storeroom to a counter in front of the store. In a short time he had made a very attractive display.
  - c. Miss Hill when ringing up Mrs. Long's groceries, rang up three tins of canned ham instead of two. This was not the only time she had done this.
  - d. Mr. Cork, the popman, is putting pop on the shelf. Mr. Fox had ordered ten cases but no one is around just now and Mr. Cork would like some pop for himself. So he takes some.
  - e. Jack did not like many of the people he worked with. He thought he knew all about groceries and he would argue with the others, point out what he thought were mistakes and generally make trouble.

Define customer for booklet. Illustrate with a picture or drawing.

Discuss example stories of customer behaviour.  
Students make decisions and give reasons for them.

**Generalizations or  
Values to be Stressed**

**Questions**

**Activities**

Honesty  
Empathy  
Courtesy

**Customer Behaviour**

1. What would you do? Why?

How would the employees and customers feel?

- a. At the end of an aisle is a display of cans of peaches. Mrs. Clay takes a can from the center of the display since she can reach it without much trouble. The cans fall over.
- b. Mrs. Snatcher walks up and down the aisles of the grocery store picking up her groceries. She decides she doesn't want the bottle of soap she has picked up. She is some distance from the soap counter and is quite tired. She leaves the soap on the bread counter.
- c. Mrs. Stopper is taking her groceries through the check-out. She decides she forgot the ice cream. There is a line of people behind her but she goes to get it anyway.
- d. Mr. Black has some spoiled meat to return.
- e. Sue and Jill happen to meet each other in one of the aisles of the grocery store. They decide to visit since they haven't seen each other for such a long time. Other shoppers find it difficult to go by them.
- f. Mrs. Hall has two bags in her grocery cart. Her husband could not pick her up and take her home. She could either carry her groceries home or take them in the cart.
- g. There are some chocolate bars and gum on the shelf. Jim could help himself to some candy and he does. He puts the candy in his pocket and leaves the store.
- h. Fred saw a bag of chips on the shelf. He broke open the bag and ate some. What do you think of that?
- i. Mrs. White knocked a bag of flour on the floor. The bag broke.
- j. Kathy went shopping with her mother. She bought a bag of popcorn with her quarter. The cashier gave Kathy her popcorn and a dime and her quarter back.

Class summary for booklets—

- "A good customer is \_\_\_\_\_"  
"A good customer will \_\_\_\_\_"  
"I am a good customer because \_\_\_\_\_"

**Generalizations or  
Values to be Stressed**

**Questions**

**Activities**

**3. Advertising**

Refer to bulletin board display or teacher-gathered ads.

1. What do you call these signs?
2. Why are ads used?  
(to get people to buy)
3. Why are famous people used in ads?
4. Since people's money is limited, how do they decide what to buy?
5. Can you think of a situation in which you might have chosen differently?

Group work. Students gather ads. Discuss why people buy the goods. For booklets, pupils take two ads—one item they would buy and one they would not buy—and tell why.

Set up situations where the child has a limited amount of money, e.g., what would you buy if you had twenty-five cents and could buy chocolate bars, gum, apples, candy, pop? Tell why they choose as they did.

Read "Wishes, Wishes, Wishes", page 59, **Families at Work**, and **Camera Patterns**.

Read decision stories from **Basic Social Studies Series - Living Together in the Neighborhood**.

**Decision Stories To Finish**

1. Marie had twenty-five cents to spend in the neighbourhood store. She saw a doll for fifteen cents and one for twenty-five cents. She liked the fifteen cent doll but the twenty-five cent doll was bigger and had a pink dress. Marie bought the twenty-five cent doll. On her way home, Marie saw her friends running to meet the ice cream wagon. She . . . . .
2. Tom had a dime. He was going to the store to buy candy. On the way he met Harry and Peter, who went with him. Inside the store, Tom looked at the candy. He saw the kind of candy bar he liked. He could buy it for a dime. There were jelly beans too. He could get a lot of those for a dime. Tom . . . . .

**Generalizations or  
Values to be Stressed**

**Questions**

**Activities**

**4. Packaging**

Respect for others' needs  
Honesty  
Justice  
Choosing

1. How are goods packaged?
2. Why are goods packaged?—  
convenience, weight, cleanliness,  
what ingredients, advertising,  
customer protection (Canadian  
Food Rules), safety (plastic,  
glass), some people use the  
package.
3. Can packaging be misleading?

Students bring sample packages (ahead of time).  
Discuss the actual package.  
Booklets. Find pictures of a variety of packages. Items are packaged  
because . . . . .

Use examples to show—sometimes unable to see the whole product,  
sometimes misrepresentation on package, e.g., will your cake look  
as good as the one on the package?

**C. Conclusion**

The culmination would first be approached as a class project in the areas of decision making, planning and supply. It would then be divided into group projects, each group or person being responsible for his or her job. This type of culmination would give the teacher an excellent chance to perform a subjective evaluation of the entire unit by observing the children and watching for the manifestation of internalized values.

The Supermarket—The class plan to set up a miniature supermarket in their room. Decisions would have to be made with regard to—which day, what time, how long, what items to bring, number of departments (e.g., popcorn, candy, cookies, toys, etc.), what classroom pupils in the school will be the customers.

After these decisions have been reached a letter and check-list could be sent to the parents to confirm the kind and amount of “merchandise” available. When this list is returned, the children would classify the items and list on a chart, thus arriving at a definite number of departments their store would consist of. The next step would be to divide the class into groups and assign each to a particular facet of running the store. You would require: advertising people, packaging people, cashier, people to set up counters, cleanup personnel, people to keep counters stocked, clerks, one or two people to act as manager throughout the operation. Make ads to advertise products that they are bringing to sell. Post ads in halls in advance.

Once divided, the children would have a group discussion and possibly list what their particular jobs entail. They are then responsible for carrying them out in the best possible way. The teacher could rotate among the groups, offering guidance if requested. The sale is held and afterwards the children gather in their groups to discuss with the class how things went, what was a particularly good feature and why. The money from the sale would be listed and totalled. The operating expenses are listed, totalled and subtracted from the proceeds. Any remaining money is profit. Throughout the various stages of the conclusion the teacher would guide the various groups to review what they had covered throughout the unit, particularly in relation to their own jobs. As a final project the children could perhaps write in their booklets their ideas of their venture into the supermarket business and what particular things they learned from it.

**D. Evaluation**

Often                      Sometimes                      Very Rarely                      Never

**Teachers' Checklist:**

1. Pupil shares ideas and materials willingly.
2. Pupil shows consideration for others by waiting his turn.
3. Pupil displays responsibility by collecting materials and bringing them to school.
4. Pupil shows understanding or respect for others' feelings in role playing.
5. Pupil shows ability to reach decisions on the basis of materials presented.

**Pupil Self-Evaluation**

1. Group Work

- a. How well did we share our materials today?
- b. Did I do my job as well as I could?
- c. Did I give any worthwhile ideas?
- d. Did I put away all the materials I used?
- e. How could we improve next time?
- f. Did I keep the group from working by interrupting, too much talking about other things or pushing and bothering the others in my group?
- g. Was I polite?

2. Listening

- a. Did I get ready to listen?
- b. Did I look at the speaker?
- c. Did I keep very quiet?
- d. Did I have a question in mind as I listened?
- e. Did I get an answer to my question?
- f. Did I act as if the speaker had something important to tell me?
- g. Did I listen so well that I can retell what I heard?

3. Oral Reporting

- a. Did I have something worthwhile to say?
- b. Were my ideas in order?
- c. Did I look at my listener?
- d. Did I talk to them in a conversational tone, neither too loud nor too soft?


- e. Did I pronounce my words correctly so the listeners could tell what I was saying?
- f. Have I done a good job of reporting?
4. Booklets
- a. Is my booklet the best I could make it?
- b. Did I find good pictures to illustrate each point?
- c. Did I paste, colour, draw and print as neatly as I could?
- d. Did I think about the question asked and write a good answer?
5. Knowledge
- a. Do I know what employer, employee, customer and advertising mean?
- b. Can I name the workers in the store and tell about their jobs and how their work affects others?
- c. Can I explain the graph we made?

Often	Sometimes	Very Rarely	Never

The following is a list of questions. Half of these can be used after Learning Experiences B1 and the other half at the conclusion of the unit.

- |                 |  |
|-----------------|--|
| Equality        | 1. Do you think that the person whose work it is to fill the shelves is as important as the person who is the cashier? (Everyone's job in the supermarket is important.) |
| Interdependence | 2. If one of the persons who works in the produce department is away from work for two days, will this affect the other workers?   |
|                 | 3. Will the person who is ill be missed by the customers?  |
|                 | 4. Does it matter if the milk truck breaks down?   |
| Responsibility  | 5. If the janitor has not cleaned the supermarket should the manager 'phone him to see what happened?  |
|                 | 6. Does the carry-out boy who whistles while he works and hurries back into the store give bad service?  |
|                 | 7. If you are a worker and you are going to be away from work should you tell the manager?   |
|                 | 8. Should a customer who gets a can of spoiled peas get angry at the person who fills the shelves?   |
|                 | 9. Is a cashier who never says anything doing a good job?  |
|                 | 10. Would the manager feel tired at the end of the day?  |
| Cooperation     | 11. A customer when getting a paper bag for apples, pulls out other bags that drop to the floor. Should he leave them on the floor for the produce worker to pick up?    |
|                 | 12. Should the shelf worker help the customer find the products?   |
|                 | 13. If employees do not cooperate with each other do you think the supermarket would run smoothly?   |
|                 | 14. When the cashier becomes ill at work should another cashier take over for her?   |
| Honesty         | 15. Baskets of tomatoes are selling for 75 cents. Should a customer exchange tomatoes in the baskets so that he will get all big ones in the basket he is going to buy?  |
|                 | 16. When the sales clerk stays home to watch the N.H.L. finals should he 'phone in that he is sick?  |
|                 | 17. Should the shelf boy take a chocolate bar when unpacking the candy?  |



- Loyalty
18. Is Bob, the butcher, performing his duties if when he sees the price marker coming in late he hurries to tell the manager?
19. The workers in a supermarket have twenty minutes for coffee in the morning. One worker meets a friend at coffee. Should he take ten minutes more to visit with his friend?
20. It is one minute before closing time at the store. Should the cashier take time to wait on a customer?
- Neighbourhood
21. Do you think you should shop in a supermarket in another neighbourhood if there is one in your neighbourhood?
22. If your father wanted the store to order him some garden fertilizer, would they?
23. Does a supermarket help people in a neighbourhood to be be more neighbourly?
- Goals
24. Do you think that a supermarket in your neighbourhood should stock Italian, Chinese, German, etc. food?
25. Should the manager hire Joe who wants to buy his family a Christmas turkey, instead of Jack who wants money to buy himself a pellet gun?
- Division of Labour
26. Does everyone in the store have the same duties to perform?
27. Do you think a person in a little country store works harder than a person working in a supermarket?
- Cleanliness
28. It does not matter how clean you are as long as you do your job well.
- Advertising
29. We should buy only those products that are advertised by famous people.
30. You should always buy the cheapest product.

**Notes:**

## BIBLIOGRAPHY

### Note:

Please see the catalogues of the Audio-Visual Services Branch, Department of Education, for lists of films, filmstrips, audio-tapes and video-tapes relating to the supermarket.

### Kits:

**Language Development Program** by David and Joseph Gladstone. Science Research Associates (Canada) Limited, 44 Prince Andrew Place, Don Mills, Ontario. (Approximate total cost of Kit—\$97.50.)

**Schools, Families, Neighborhoods.** A multi-media readiness program. J. M. Dent and Sons (Canada) Limited, 100 Scarsdale Road, Don Mills 404, Ontario. (Approximate cost of Kit—\$187.00.)

### Pictures:

**Instructor Community Helpers.** Posters. F. A. Owen Publishing Company, Dansville, New York, 1961, 1965.

**My Community Teaching Pictures.** David C. Cook Publishing Company, 850 N. Grove Avenue, Elgin, Illinois, 60120, 1966.

### Books:

Braithwaite, Max, and R. S. Lambert. **There's No Place Like Home.** The Book Society of Canada, 4386 Sheppard Avenue East, Agincourt 742, Ontario, 1959.

Dennis, Lloyd A., and Mary Halliday. **Thank You Neighbour.** J. M. Dent and Sons (Canada) Limited, 100 Scarsdale Road, Don Mills 404, Ontario, 1958.

Durell, Thomas J. et al. **Living Together in the Neighborhood. Basic Social Studies Series.** Harper and Row Publishers, Inc., Scranton, Pennsylvania, 18512, 1964.

Goodspeed, J. M. **Let's Go to a Supermarket.** G. P. Putnam's Sons, 200 Madison Avenue, New York, New York 10016, 1958.

Hoffman, Elaine, and Jane Hefflefinger. **About Helpers Who Work at Night.** Children's Press, 1224 W. Van Buren Street, Chicago, Illinois 60612, 1963.

Marks, Mickey K. **What Can I Buy?** Dial Press, Inc., 750 Third Avenue, New York, New York 10017, 1962.

Pope, Billy N. **Let's Go to the Supermarket. Your World Series.** Taylor Publishing Company, Box 597, Dallas, Texas, 75221, 1966.

Preston, Ralph C., Mildred M. Cameron, and Martha McIntosh. **Greenfield and Far Away.** D. C. Heath and Company, Suite 1408, 100 Adelaide Street West, Toronto 1, Ontario, 1969.

Preston, Ralph C., Eleanor Clymer, and Lillian Fortress. **Communities at Work.** D. C. Heath and Company, Suite 1408, 100 Adelaide Street West, Toronto 1, Ontario, 1969.

Senesh, Lawrence. **Families at Work. Our Working World Series.** Science Research Associates (Canada) Limited, 44 Prince Andrew Place, Don Mills, Ontario, 1964.

Senesh, Lawrence. **Neighbors at Work. Our Working World Series.** Science Research Associates (Canada) Limited, 44 Prince Andrew Place, Don Mills, Ontario, 1965.

Shaftel, Fannie and George. **People in Action.** Holt, Rinehart and Winston of Canada Limited, 833 Oxford Street, Toronto 530, Ontario, 1970.

Role-playing and discussion photographs.

Thorn, Elizabeth A., and M. Irene Richmond. **Camera Patterns.** W. J. Gage Limited, 1500 Birchmount Road, Scarborough 733, Ontario, 1970.

**Notes:**

Notes:

# WOULD YOU LIKE TO LIVE IN A BOOM TOWN?

## ACKNOWLEDGEMENT

The Department of Education gratefully acknowledges the work of the following teachers who developed the Social Studies Unit on "Boom Town."

Jack Bland, Supervisor of Instruction, County of Leduc,  
Leduc (Chairman)

Mrs. Agnes Burt, Devon

Frank Finney, Lindale

Elmer Harke, Spruce Grove

Mrs. Josephine Hier, Leduc

Mrs. Beryl Johnson, Leduc

Harold Liebrecht, Leduc

Mrs. Jeanne Olson, Edmonton

Julito Reyes, Warburg

Mrs. Elizabeth Thompson, New Sarepta

Leslie Vaala, Thorsby

The Department of Education also acknowledges the contribution of Great Canadian Oil Sands Ltd., who have donated for free distribution by the Curriculum Branch copies of the booklet, **Our Sun**.

## Grade Four Social Studies Sample Unit

### WOULD YOU LIKE TO LIVE IN A BOOM TOWN?

#### OVERVIEW

The major purpose of this unit is to allow students to consider the effects of industrialization on people and their environment. This unit relates to the “master curriculum” by attending to questions concerning the dignity of man, justice, and equality. These questions provide the stimulus for developing problem-solving skills and, more specifically, locating and utilizing non-textual resources. The “big ideas” around which learning opportunities are organized are the related concepts of causality and change. Emphasis is placed upon other concepts from geography and sociology.

A major teaching-learning strategy to be employed in this unit is “role-playing”.

“Boom Town” in this unit is Fort McMurray.

## OBJECTIVES

### A. Value Objectives

Students should clarify, through activities suggested later in this unit, personal and social values relating to questions such as:

1. Are indigenous people treated justly when industrialization occurs?
2. Does the development of industry improve the quality of life for individuals and/or groups?
3. Does the development of industry allow people to retain their individual identities?
4. Does industry affect social conventions (customs, mores, myths, folklores, religion, etc.)?

### B. Skill Objectives

1. Students should apply problem-solving techniques to problems faced by people in newly-industrialized areas by:
  - (a) Identifying and clarifying the problem
  - (b) Formulating hypotheses
  - (c) Collecting a representative sample of the data
    - (i) Locating information from newspapers, magazines and pamphlets
    - (ii) Reading maps and globes
      - a. orienting a map and noting directions
      - b. locating places on maps and globes
      - c. using scale and computing distances
      - d. interpreting map symbols and visualizing what they represent
      - e. comparing maps and drawing inferences
    - (iii) Reading pictures, charts, graphs and tables
  - (d) Classifying data
    - (i) Comparing information about a topic drawn from two or more sources to recognize agreement or contradiction and to decide which source or sources are more acceptable
  - (e) Analyzing the data and evaluating the data
  - (f) Proposing a possible course or courses of action on these problems.
2. Students should develop an awareness of time and chronology by:
  - (a) Identifying some specific date—consider events as points of orientation in time
  - (b) Comparing the past to the present in the study of change and continuity in newly-industrialized areas.

### C. Knowledge Objectives

Students should be able to use specific data in order to formulate the following generalizations relating to causality and change:

1. Industry locates where resources are available: people are often relocated in order to promote the development of natural resources.
2. Industry develops as people demand certain products.
3. Cooperation and conflict affect the success of an industry. Some people are willing to cooperate: others view the project as a threat to their way of living.
4. Faced with change in situations, people have a choice of many alternatives.
5. Change induces further change (concepts: cause-effect relationships).
6. Technological change results in new products and new production methods and creates new demands.
7. Technological change produces changes in physical environment and in people's life patterns: not all changes are beneficial.

Learning Experiences	Objective	Related Materials and Activities
<p><b>Opener</b></p> <p>1. (a) Read "Tommy's Turn"</p>	<p>A2 A3</p>	<p style="text-align: center;"><b>Tommy's Turn</b> by Frank Finney</p> <p>Reno Starkey piled another shovelful of sawdust against the side of the house and leaned reflectively on the wall that seemed to heave and sag like a man sleeping. For as long as he could remember his family had lived on this land that ran east toward the noise of the growing town. Each surrounding farmhouse, comfortably familiar to him, resonated the excitement and conversation created by the trailer houses, smart new store fronts, roads and new people. Neighbors shared doubts and apprehensions as readily as they shared happy times and exchanged hopes as freely as the tools they loaned and borrowed. He wondered if the new development would change the lives of his family. This land, a day's drive from the city, was much the way it must have been when his grandfather traded his mule for a breaking plough and rested his dream of a gold claim in the brown earth of the Starkey Farm. Now, he had another neighbor, a fast growing town. A boom town they called it. Things were changing fast.</p> <p>Glancing at his watch he was reminded that his brother Shann and Tommy his son would soon be back from the hospital to help finish the job of insulating the house before winter. Many of the heavier jobs on the farm had been gradually transferred to him when his father became unable to grasp or lift as the crippling arthritis worsened. For two months he had carried the full load of work while Mr. Starkey received treatment at the city Veterans' Hospital. Just then he heard the phone ring and acknowledged with one hand, his mother beckoning from the window, while with the other he leaned the wide shovel against the siding. As he closed the entrance door, Janet Starkey, his wife, opened the door which led into the kitchen. Speaking softly, more to herself than anyone else she said, "Come on, it's for you. I think it's someone at the new plant, a job maybe." As he listened, Reno could see through the partly-open door, his mother busying herself around the kitchen table preparing supper. She always worked when she worried. She said that it helped her to keep from talking too much and upsetting folks. Putting the receiver down, Reno turned toward the table, noticing his mother wiping her hands in her apron, time and time again. "Are you hungry?" Janet asked, "There's some fresh bread in the cupboard and juice in the cool room that should be used up." Reno nodded and sitting on the rough bench beside the table confided, "That was the manager of the new refracting plant. He offered me a job as a machine minder. He wants me to start next week. I have to call him as soon as I've decided, sometime tonight." "Well! Shann can help out more than he does," his wife replied. "He can't come home weekends and then back into town every day like he does. Since he took that job, he's not helped out one bit around here. There's livestock to feed and machinery to fix, not to mention the jobs around here that need doing."</p>



**Learning Experiences****Objective****Related Materials and Activities**

The quiet that ensued was disturbed by the pup yelping up at the truck that entered the yard. Stopping beside the house, the door swung wide of the cab, bowling over the dog. Slowly and deliberately, out climbed the owner of the farm. He stopped to look around and waited as a young boy, skates over one shoulder, holding a hockey stick in front of him like a high wire artist, jumped down from the truck bed. He swung his arm around the old man who leaned on the boy, waiting patiently for more help from the truck driver who was busy teasing the pup.

"Come on Shann, stop fooling around," the old man said. "I might as well take pills in my own house as in that hospital. Mother here can take as much care of me as them there nurses. Take my arm will you, Shann. Tommy, you go on. Get you inside out of this night air." His grandson put his equipment inside the porch and opened the kitchen door. Everyone inside spoke loudly with excitement. There was a warm welcoming for them all and before long Tommy noticed his grandfather's eyes brightened as he related his experiences in the city.

"How them folks stand to live amongst all that noise and dirt," he said, "is a mystery to me. I couldn't abide a life like that". Then becoming more solemn than anyone had ever seen him before, he turned his eyes toward his wife and said, "You know, mother, I'm not one for talking much about feelin's and stuff, that's for women, but lying in that hospital bed set me to thinking. The only place I could ever be happy is living right here on this piece of land. It's not the biggest or the best, but everything that's good or bad in me has gone into it. I want my sons and grandsons to have it when I'm gone. I haven't got anything else fitten to leave them. No money to speak of, ain't had no learning, no nothin' I was good at to pass on, just this land. It'll look after you fer me when I die." No one spoke. The silence seemed to last and last. Sensing the uneasiness, the old man continued. "Besides, I've had so much of that gold treatment that my father would stake a claim on me if he were alive. I've a mind to be in my own home when I'm not making improvement, so here I'll abide. There's sufficient help here to run this farm, I'll supervise from now on, isn't that right Tommy?" The old man pulled his grandson to his side. Tommy winced in pain and held his grandfather's hand away from his side.

"What's the matter Tommy?" his mother questioned, "Are you all right?" "Too much hockey, that's all," said Shann, interrupting. "He took his skates and stick all the way into the city to play on a proper rink with real nets. He played all evening yesterday and this morning too. What that guy wouldn't do for a game of hockey."

"I'm okay," Tommy replied, "It's just a sore rib I think. They have a real rink with floodlights too. The kids play in teams with uniforms and coaches. One told me I could play if I was going to be around. That would be cool wouldn't it?" "Leagues are being formed in town," his mother said turning toward Tommy's

Learning Experiences	Objective	Related Materials and Activities
<p>(b) Role-play alternative conclusions to "Tommy's Turn".</p> <p>2. (Alternative openers)</p> <p>(a) Show film such as "Boomsville".</p> <p>(b) Conduct a public interview designed to reveal attitudes toward or about "new" and "old".</p>	<p>A1 A4</p>	<p>father. "And the school has a swimming pool too. If you took that job we could buy a house in town." "What job is that?" asked Shann, "Do you have a job at the plant?" It wasn't long before Tommy's father was explaining what had happened during the afternoon. Everyone listened. "What are you going to do Dad?" Tommy questioned, "What are you going to tell the man?" "I'm not sure," he replied, "What do you think we should do Tommy?" Tommy knew everyone was looking at him. What could he say?</p>
<p><b>Development</b></p> <p>3. Show bucketwheel picture from the cover of <b>Our Sun</b>. Ask questions such as:</p> <p>(a) Does anyone know what this is?</p> <p>(b) Establish size by relating to man standing on side.</p> <p>(c) Try to find clues for possible uses (Draw attention to buckets).</p> <p>(d) What might this be connected to on the left of the picture?</p> <p>(e) What kind of materials do you think are being dug by this machine? (Note sticky substance on buckets.)</p> <p>(f) Where would this machine be used and why?</p>	<p>B1 Ciii</p>	<p>See Raths et al, p. 142ff for directions on how to conduct a public interview. In this instance, the interview might include questions such as:</p> <ol style="list-style-type: none"> <li>1. Have you anything new of which you are particularly proud?</li> <li>2. Do you still have any toys which you had as a pre-schooler?</li> <li>3. How do you feel about those toys?</li> <li>4. When you are visiting a strange place, what do you like most? Least?</li> <li>5. How long have you been buddies with your best friend? Do you change friends often?</li> <li>6. Do you like starting school in a new classroom each September? What are the advantages? disadvantages?</li> <li>7. Has your family ever moved? Were you glad of the change? (Or, were you glad to stay put?)</li> </ol> <p>Picture of excavator bucketwheel (Cover of <b>Our Sun</b>, Autumn, 1967)</p>

Learning Experiences	Objective	Related Materials and Activities
<p>Responses to the above questions should give the teacher an idea of how many children are aware of what is happening at Ft. McMurray and some idea as to the extent of the knowledge. (Alternate method—Discovery Approach—yes or no answers to student questions).</p>		
<p>4. Have students prepare bulletin board display to show the variety of products which consumers demand from the petroleum industry. Discuss questions such as:</p> <p>(a) Why is there change?</p> <p>(b) Do individuals change as a result of having more products at their disposal?</p> <p>(c) Does society change as a result of new products?</p>	B1 Ci	Include pictures of all products of the petroleum and petro-chemical industries.
<p>5. To meet the demands indicated by the bulletin board display ask students to hypothesize as to how oil might be extracted from the tar sands.</p>	B1b C2 C6	Students can test their hypotheses by reviewing evidence concerning the secret of extracting oil from tar sands. Such evidence is cited in <b>Our Sun</b> , Autumn, 1967. Compare with other sources.
<p>6. Ask students to hypothesize when and why Ft. McMurray was established. Have groups investigate the various periods in Ft. McMurray's history. Write playlets suitable for videotaping to show how and why Ft. McMurray has developed through the years. Prepare time line illustrating the history of Ft. McMurray.</p>	B1b B1di	<p>How many fathers ago? To make the passage of time more meaningful to children, relate to number of generations ago that a certain event happened, e.g. Canada is four fathers old, using approximately 25 years per generation. Likewise Peter Pond came to the area 8 fathers ago (1778). (Senesh—<b>Our Working World</b>).</p> <p>Since the main focus of this study is present day, it is suggested that the teacher narrate an historical sketch of Fort McMurray, including points such as those mentioned on the time line which follows. It is suggested that the teacher relate the above sketch to the present location of Fort McMurray, e.g. Fur trade, Transfer point from railway to barge, etc.</p>

**Learning Experiences**

**Objective**

**Related Materials and Activities**

Time Line—Using concepts such as the number line introduced by the Seeing Through Arithmetic program, it is suggested that the time line be used to show passage of time as a continuous pinpointing of highlights in man’s past as points of reference. Example which could be used for Fort McMurray:

<p>1970</p> <p>1 father ago (1945)</p> <p>2 fathers ago (1920)</p> <p>3 fathers ago (1895)</p> <p>4 fathers ago (1870)</p> <p>5 fathers ago (1845)</p> <p>6 fathers ago (1820)</p> <p>7 fathers ago (1795)</p> <p>8 fathers ago (1770)</p> <p>(great, great, great, great, great, great, grandfather)</p>	<p>1970’s—Full-scale production</p> <p>1960’s—Construction of GCOS project</p> <p>1950’s—Oil Companies interested in reserves</p> <p>1940’s—Successful hot water separation process</p> <p>1915 —Raw tar sand used to pave street in Edmonton</p> <p>1870 —Hudson Bay Company rebuilt settlement</p> <p>1850’s—Fur trading post abandoned</p> <p>Fur trading post established by Peter Pond, Northwest Company</p>
---	--

7. Locate Fort McMurray on maps by playing Directional Baseball and/or Map Detective.

BIC2

**Directional Baseball**

Two teams are seated at opposite sides of the room. Each player has a map of Alberta before him. A large map of Alberta is displayed at the front of the room. The bases for the diamond are at each corner of the room. Each team arranges its own batting order and makes up several questions: such as, “What direction is Fort McMurray from our town?” and “What direction is our town from Fort McMurray?” (Each on separate slips of paper.) The batter comes to home plate where a large map is located. The pitcher picks up a question from a hat and asks the batter. The umpire acts as timer and judge. He also points to places named on the large map. Use 5 to 10 seconds, depending on general skill of class. If the batter answers correctly, he goes to first base. If he answers incorrectly, he is out. As successive batters answer, each player on the base advances one. At the end of three outs, count the number who came home and the other team goes to bat.

8. Determine who lives at Fort McMurray. Compare composition of populations before and after oil boom.

A1  
A2  
A3  
A4  
B1Ciii

### Map Detective

A student gives the description of a symbol, direction or location etc. on the map, and asks a question about it, e.g. "What is the small green triangle south of Fort McMurray?" The students who successfully answer the question, score. Refer to Atlas of Alberta pages 43-45, 51-59, 62ff, and to "Survey of Fort McMurray"—Alberta Government Publicity Bureau, Edmonton.

Read the following description of Fort McMurray:

### Fort McMurray—Observations of an Old-Timer

The Cree name for Fort McMurray is Nistawyou—meaning the place where two rivers meet. Indeed Fort McMurray is a meeting place in many ways. Not only does the River Clearwater meet the River Athabasca but North Canada meets Southern Civilization; the railroad meets the river transport system; the European Race meets the Indian Race; the affluent oil-worker lives side by side with people on welfare; the people of the bush—forest workers, trappers, Hudson Bay Managers, R.C.M.P.—confront the people of the city; the poor meet the rich; yesterday meets today.

What people live in Fort McMurray? Here is a Plant Manager in a modern split-level home. In summer there is a barbecue on his patio, his car has a trailer ready, hitched to take his boat to the lake; in winter he goes hunting in his crew cab-truck and his children enjoy themselves on snowmobiles. At the bottom of the hill, in a low-rental home, lives a Metis family. The father works river barges in summer; in winter he works a trap-line. His older children will pack fish when the barges return from the northern lakes; his wife will work as a cleaner in the hospital to make money for the family, yet often they will need welfare assistance.

Franklin Avenue, the town's main street, is as clean and modern as many shopping centres across Canada; yet it begins in a muddy dike by the River Athabasca and one mile and a half further south crosses a railway track and disappears into bush and muskeg. A half mile further on through the bush is the settlement of Waterways—also part of the town of Fort McMurray. Many of the people here are on welfare for part of the year. There is a tiny post office, two empty churches, a small café and one very dismal general store managed by an old Chinese gentleman. In Waterways nearly half the homes are shacks—although most are scheduled for clearance and modern replacement. Many have power but no water. The Indian homes on the river side of the track are regularly flooded out at break-up. Many of the river jetties are collapsing into the river—a symbol of the collapse of local river trade.

9. Consider the question, "How has GCOS affected life at Fort McMurray?"

A  
C5  
C7

So this is Fort McMurray—the City in the Bush—125 miles from the next town and 278 miles north of Edmonton. Above all it is a town of contrasts. These are only too obvious to its people. The well-to-do population hopes for a richer future, but worries whether the Oil Sands Plant will fail. The poorer people are envious of the oil workers, they worry whether there is any future here at all.

It is suggested that teachers refer to Rath's book for more information (see bibliography) on how to use the following activities:

#### Value Sheet

Some people feel that industry brings about a better way of living and anyone can benefit because of the changes that are taking place and the new things people can have.

- i. Write your reaction to the above statement.
- ii. Do you agree with this statement? Why or why not?
- iii. Does the statement produce a strong feeling in you?
- iv. What feeling does it produce?
- v. List examples supporting your agreement with the statement.
- vi. List examples supporting your disagreement with the statement.
- vii. Are you clear how you feel about this statement?
- viii. Is this a fair statement? Why do you think so?
- ix. Do you think you would feel the same way about this statement if you were:
  - a person working in this industry
  - an unskilled worker with only a Grade VIII education
  - a Canadian of native ancestry
  - a businessman where the industry has located

Explain why you think you would feel that way for each case.

**Compare and Contrast** pictures on pp. 16 and 17 of **Our Sun**, Autumn, 1967 and before and after pictures which appear on pages IV-12 and IV-13 of this handbook.

A2

**Situation Dramatization:** Confront students with the facts and situation and allow them to dramatize the episode including a conclusion.

**e.g. Facts**

- i. Tribe of Chipewyan Indians own land on which oil sands discovery has been made.
- ii. A corporation has developed a new economical recovery process.

Situation—Tribe leaders and company representatives are meeting to discuss matters; the payment of royalties, use of reserve land, development in the area, etc.

**Role Play**

Time: Just before 1964

Have signs giving time and place.

Family—Mr. G. Cos, Mrs. G. Cos, Billy and Mary, residents of Fort McMurray, are discussing what this new industry will mean to them:

Mr. G. Cos states:      employment at home  
    new recreation centre  
    maybe a road from Fort McMurray

Mrs. G. Cos states:    more members to her church group  
    new homes  
    new schools  
    larger stores for shopping

Billy and Mary ask:    What does industry bring for the children of the town?  
    Have the class give them the answers.

**Contrived Incident**

Tom Crow lived in a small community, a tiny place, with only a few houses scattered among the trees. Tom's house, which was the largest in the community, had at one time been a meeting place for the people who lived nearby. They had gathered, when Mr. and Mrs. Crow with their large family, were living there, to pass the time of day, talk of fishing and hunting and to find out the latest news. Now, however, only Tom remained, and since he was away tending his trap lines most of the time, the house had fallen into disrepair.

One day Tom came home early with some news for his neighbor, Mr. Longfoot. "I'm going to sell my land and the house with it to a man from Edmonton. It's not much use to me because I'm away so much, and he's offered me a good price for it."

The news spread quickly, and everyone wondered what the new owner would do with the land. "Maybe," they said, "he will build a nice big house where we can all meet together again."

A few days later they heard more news. A Mr. Henderson, from Edmonton, was planning on building, not a big house, but a big new apartment building. Tom's neighbors knew what this meant. Bulldozers would come, knocking over the trees,







Learning Experiences	Objective	Related Materials and Activities						
<p>10. Effects of Change Students should by now have developed some generalizations regarding the effects of change. Using the generalizations, they could now compare and contrast Fort McMurray to another area as the final step of validation in the problem-solving technique. Possible areas might include Hinton, Leduc, Grande Cache, Brazeau, Pincher Creek, Crowsnest Pass communities, etc.</p> <p style="text-align: center;">or</p> <p>11. Students should identify instances of change which are occurring in their local community. They should study the causes of these changes and the ways in which people are affected by them. Students may then wish to consider the desirability and feasibility of taking individual and/or group action on the problems associated with change</p>	<p>A B C</p> <p>A B C</p>	<p>frightening the animals, and dumping clay on the grass. Later, strangers who had no interest in the community or its ways would come to live there. So a delegation of neighbors, headed by Mr. Longfoot, went to see Tom to urge him not to sell.</p> <p>“But I have to sell, because I need the money,” said Tom. “I’ll gladly sell to any one of you who can match Mr. Henderson’s offer.”</p> <p>They wondered if they could do anything except return home and forget it. Was there an answer?</p> <ol style="list-style-type: none"> <li>i. What will Mr. Longfoot and his neighbors do now? Pupils may offer solutions or predict outcomes.</li> <li>ii. Pupils re-enact the story, conveying the mood and feeling of each section.</li> <li>iii. Pupils may re-enact the story, supplying added information as they go along.</li> <li>iv. Pupils may role-play a situation involving all of the following characters a year hence. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">—Mr. Longfoot</td> <td style="width: 50%;">—Mr. T. Crow</td> </tr> <tr> <td>—one of his neighbors</td> <td>—Mr. Henderson</td> </tr> <tr> <td></td> <td>—one of the apartment residents</td> </tr> </table> </li> </ol>	—Mr. Longfoot	—Mr. T. Crow	—one of his neighbors	—Mr. Henderson		—one of the apartment residents
—Mr. Longfoot	—Mr. T. Crow							
—one of his neighbors	—Mr. Henderson							
	—one of the apartment residents							

Learning Experiences	Objective	Related Materials and Activities
<b>Evaluation</b>		
<p>12. Evaluating the attainment of value objectives</p> <p>(a) Construct a values inventory to test attitudes toward industry, change, growth. Administer before, during, and/or after studying the unit.</p>	A1, 2	<p>Values Inventory For "Would You Like to Live in a Boom Town"</p> <p>1. Put an "X" on the line to show your rating: Social studies is:</p> <p style="text-align: center;">0            1            2            3            4            5</p> <p>Dull _____ Exciting</p> <p>Alive _____ Dead</p> <p>Complicated _____ Simple</p> <p>Easy _____ Hard</p> <p>Harmful _____ Useful</p> <p>Clear _____ Fuzzy</p>
	A1	<p>2. Rose Moon and her family had lived in the house, built by her chieftain grandfather, for as long as she could remember. Now, everyone was excited because of the expanding town and industrial development. Rose's life and the lives of her family would be changed for the better? strongly agree____agree____don't know____disagree____strongly disagree____</p>
	A2	<p>3. John Shaw's father was a welder. He was moving his family to Fort McMurray because he had a new job there. The lives of everyone in the family would be better in their new home? strongly agree____agree____don't know____disagree____strongly disagree____</p>
<p>(b) Have students describe orally or in writing the feelings of a family who had to be relocated when industry moved in.</p>	A3	<p>4. New roads, houses, good jobs, hospitals and schools are improvements over what an old town has? strongly agree____agree____don't know____disagree____strongly disagree____</p>
<p>(c) Show film "The Lake Man" and note attitudes displayed during post-viewing discussion.</p>	A4	<p>5. I would like to live in a boom town! strongly agree____agree____don't know____disagree____strongly disagree____</p> <p>(Available from A-V Branch, Department of Education, Edmonton. Film is in black and white, lasts 27 minutes and was produced by the N.F.B.)</p>
<p>13. Evaluating the Attainment of Skill Objectives.</p>	B	
<p>(a) Prepare written hypotheses predicting the future of Fort McMurray.</p>	B1, B2	
<p>(b) Locate the most recent census figures pertaining to Ft. McMurray.</p>	B1	

Learning Experiences	Objective	Related Materials and Activities
(c) Read the special GCOS issue of <b>Our Sun</b> , Autumn, 1967, Sun Oil Company, to identify the attitudes of the author toward modernization.	B1	
(d) Prepare a map on which can be calculated area occupied by the tar sands.	B1	
14. Evaluating the Attainment of Knowledge Objectives.		
(a) Pinpoint the probable location of industries on a map showing land features, resources, and climate.	C1	
(b) Write a paragraph outlining the effects of industries being established in the area shown on the above map.	C5, 6, 7	

### BIBLIOGRAPHY

**Our Sun**, Autumn, 1967. Published by Sun Oil Company. Available free of charge from Curriculum Branch, Department of Education, Edmonton.

Raths et al, **Values and Teaching**, Charles E. Merrill Publishing Company Ltd., Columbus, Ohio, 1966.

Carpenter, Helen M., (ed.) **Skill Development in Social Studies**, Thirty-third Yearbook NSSE, Washington, D.C., 1963.

Shaftel & Shaftel, **Role-Playing for Social Values**, Prentice-Hall, 1967.

Lippitt, Fox and Schaible, **Social Science Laboratory Unit**, Science Research of Chicago, 1969. pp. 24, 54, 60.

**Atlas of Alberta**—available from the School Book Branch, Department of Education, Edmonton.

Edmonton Journal microfilm file, Edmonton Centennial Library.

- 1966—Jan. 12, p. 55, col. 2
- Jan. 20, p. 26, col. 1
- Jan. 20, p. 44, col. 1
- Feb. 10, p. 5, col. 1
- Mar. 31, p. 1, col. 3
- June 4, p. 1, col. 7
- Aug. 16, p. 2, col. 8
- Aug. 17, p. 46, col. 1
- 1967—Jan. 24 pp. 46 & 47, col. 1
- 1968—Mar. 27, p. 18, col. 1
- May 30, p. 29, col. 5
- Dec. 3, p. 2, col. 6
- Dec. 11, p. 20, col. 1
- 1969—Aug. 26, p. 34, col. 1

# DID THE AZTECS DESERVE TO BE CONQUERED?

## ACKNOWLEDGEMENT

The Department of Education gratefully acknowledges the work of the following teachers who developed the Social Studies Unit on the Aztecs.

Brian Francombe, Peace River (Chairman)  
Mrs. Carol Arkinstall, Springfield School, Peace River  
Mrs. Kay Craig, Centre Street School, Peace River  
Paul Crough, Glenmary School, Peace River  
Mrs. Bertha Fries, Springfield School, Peace River  
Miss Jenny Grey, Springfield School, Peace River  
Miss Dianne Hortness, Springfield School, Peace River  
William Kartushyn, Centre Street School, Peace River  
Chris Land, Centre Street School, Peace River  
Mrs. Diane McCluskey, Glenmary School, Peace River  
Julian Packer, Springfield School, Peace River  
Mrs. Jean Popel, Springfield School, Peace River  
Mrs. Florence Purves, Centre Street School, Peace River  
Miss Jennie Ruim, Springfield School, Peace River  
Patrick Verriour, Grimshaw School, Grimshaw

**DID THE AZTECS DESERVE TO BE CONQUERED?**

**OVERVIEW**

This unit should provide opportunities for students to consider the responsible use of power. Are there occasions when one society (or individual) is justified in dominating another? If so, was the Spanish conquest of Mexico such an occasion?

In trying to find answers to these and related questions, students should pay particular attention to the effect that religion has on a society. Two major values should be of concern: **the dignity of man** and **freedom**. Students should decide how they will interpret and apply these values in their own lives.

The value issues which arise in this unit will require of students that they **comprehend** data from many sources, both print and non-print. This data must be **evaluated** during the process of making value judgments. Value judgments should be made and shared by students working together as members of a group. In the group setting, special attention will be devoted to having students **understand the feelings of their classmates** relative to the **dignity of man** and **freedom**.

Most of the unit will focus on the Aztec civilization prior to and during the Spanish conquest. Mexico's more recent history and current problems may be the subject of follow-up by interested Grade Six students. Further opportunities to study Mexico and other parts of the Americas will be open to students in the higher grades.

**OBJECTIVES**

**A. Value Objectives**

1. Students should clarify how they will interpret and apply the value placed upon human dignity.
2. Students should define what they consider to be the optimum level of freedom.

**B. Skill Objectives**

Students should develop the ability to interpret, translate, and extrapolate from many sources of data, including:

1. Printed media
2. Nonprint media
3. Verbal and non-verbal communications of others

**C. Knowledge Objectives**

Students should gain a conceptual understanding of:

1. Culture
2. Conflict
3. Power
4. Space
5. Stability
6. Change

Students should be able to formulate generalizations which explain these concepts and show relationships among them.

## LEARNING OPPORTUNITIES

Learning Opportunity	Objective	Related Materials and Activities
<p><b>Opener</b></p> <ol style="list-style-type: none"> <li>1. Read verbal description of Aztec sacrifice and Canadian hockey. (Do not tell students what each description is about.)</li> <li>2. Ask follow-up questions such as the following:               <ol style="list-style-type: none"> <li>a) Do you think these events describe something on this planet?</li> <li>b) Have the observations anything to do with religion? Why?</li> <li>c) How do you think the victim in each case felt?</li> <li>d) If you were one of the participants, would you rather take part in the first or second story? Why?</li> <li>e) Do you think sacrifice is civilized?</li> </ol> </li> </ol>	<p>A 1, 2 B 3 C 1, 2</p>	<p><b>Samples of Abstract Stories</b></p> <p>The screams of the victim echoed off the hills. Warm blood ran down the cold altar steps. The High Priest plunged his old hand into the opened chest and pulled, pulled until the vessels snapped and a fountain of blood spat into the clear blue sky. He gave a shout of satisfaction and held the heart high above the altar, the blood running freely down his arm.</p> <p>(Make a game of hockey into a religious festival.)</p> <p>The men appeared to be following a small disc, hitting it with a curved object clasped between two of their limbs. I was not certain what the object of the ceremony was, but I was guided by the ecstatic cries of the crowd. Sometimes they would cry aloud if the disc became enmeshed in a kind of cage, but the climax of worship came when several of the creatures rushed upon one unfortunate victim, thrashing with their limbs. The roar was so deafening that I had to close my ears to it. Slowly the tumult died and I think the creatures were satisfied when they saw red matter emerge from the nucleus of their fellow creature.</p>
<p><b>Development</b></p> <ol style="list-style-type: none"> <li>1. Show selected frames of the filmstrip, "Aztec Achievements in Art and Science". Captions should be blocked out. Show only those frames dealing with religion, art, crafts, and architecture. Have students "read" each picture.</li> <li>2. List questions which students ask during and following the filmstrip.</li> </ol>	<p>A 1, 2 B 2 C 1-6</p>	<p><b>Samples of Questions Raised by Pupils</b></p> <p>What Gods did they worship?          Why did they sacrifice humans?          When and where were the sacrifices performed?          On what occasions were women sacrificed?          How were the sacrifices conducted?          Was it considered an honour to be sacrificed?          Were the priests important, if so why?          Why were they called the Aztecs?          What is the location of the Aztec civilization?          When did the civilization flourish?          How did they become a powerful civilization?          How did the Aztecs explain their history?          What was their relationship with other tribes?          How many Aztec tribes were there?          Who were their enemies and why did they fight?          What were their methods of fighting and with what weapons?          What were the temples and homes built of?</p>

Learning Opportunity	Objective	Related Materials and Activities
<p>3. Have students group questions into categories. Each category might be headed by a value question, e.g., "Did religion play too big a part in Aztec culture?" "Should Aztec leaders have shared their power more widely?" "Would the Aztecs have been happier if they had had greater technology?"</p> <p>4. Students work individually or in groups to find answers to the questions posed above.</p> <p>a) Prepare written hypotheses which attempt to answer the above questions.</p> <p>b) Test hypotheses by locating and using data listed in the attached bibliography.</p> <p>c) Reach tentative conclusions which serve to verify, reject or modify hypotheses.</p> <p>5. Students share findings with class. "Reports" should be brief and should make use of audio-visual materials.</p> <p>6. Use value clarification techniques.</p>	<p>A B C</p> <p>B 1, 2, 3</p> <p>A B C</p> <p>A1, 2</p>	<p>What remains of the Aztec civilization can be seen today? Were they good craftsmen and scientists? What was the Aztec calendar like? What was their money like? What did they eat and drink? What was their agriculture like? Did they have any industries? How were their leaders elected and how were they buried? What were their festivities and customs? What work did the women do? How important were women? What was their transportation and communication like? What was their writing like? Were they cruel people compared with people today? What was their government like? Who made the laws? What was the climate of this area? How were the children educated? Did they have slaves—if so how were they treated? What were their markets like? At what age did they marry? Did they treat old people with respect, how were they looked after? Were they friendly people? What were their games and spare time activities? What was life in the home like?</p>
		<p><b>Role Playing</b></p> <ol style="list-style-type: none"> <li>1. A family has been informed that their son, a fine Aztec warrior, has been selected as a sacrifice to the Gods. The father is a proud man (this is the ultimate honour) but the mother reacts differently. Act out a probable argument that might develop between the two. Try to reach an agreement.</li> <li>2. Cortes' soldiers have overheard their chief's plan to burn the ships and press on to the Aztec capital. They discuss what might happen—death or riches, and decide what they themselves plan to do.</li> <li>3. Cortes orders his men to stuff their pockets full of treasure before they make a break for freedom across the causeway. One or two experienced soldiers try to persuade the younger ones <b>not</b> to obey, thus lightening their loads and increasing their chances of escape. Act out what you would do.</li> </ol>



Learning Opportunity	Objective	Related Materials and Activities
		<p>4. The Aztecs are faced with the possibility that their leader will be killed by the Spaniards. They have to decide whether to fight on or obey the Spaniards. Discussion by the crowd leads to a decision.</p> <p>5. An old Aztec priest, tired of killing, tries to persuade his son not to go out and fight a neighbouring tribe (his mission—to capture many prisoners for sacrifice). The son decides what he will do.</p> <p><b>Prepare Position Statements</b></p> <p>React to the following questions by explaining what you feel and why you feel that way:</p> <p>Do you think the Aztecs should be regarded as heroes? Was Cortes to be admired? Would you like to have been a Spanish soldier? Why? What would you have done had you had access to the treasure? Was it progress when the Spaniards brought their civilization to the Aztecs?</p> <p><b>The Consensus Game</b></p> <p>Randomly-selected groups of four to six students should reach agreement on one of the alternatives in the following situations:</p> <ol style="list-style-type: none"> <li>1. If you were a native living near the Aztec capital, what would your reaction be to the Aztec-Spaniard war? <ol style="list-style-type: none"> <li>a) To join the Spaniards.</li> <li>b) See an opportunity to join forces with the Aztecs and patch up old quarrels.</li> <li>c) Ignore the fight.</li> <li>d) Move to another village further away.</li> </ol> </li> <li>2. Cortes tells you that they are going to cross the causeway but it might be a trap. Would you rather be: <ol style="list-style-type: none"> <li>a) At the front of the army.</li> <li>b) At the back.</li> <li>c) In the middle.</li> <li>d) Hidden to see what will happen.</li> </ol> </li> <li>3. Imagine you had been captured by the Aztecs as a five year old child. They killed your parents and destroyed your village, but have treated you well. You have lived with them for six years. One day, another army attacks the Aztecs. You have vital information about a causeway that might collapse. Would you:</li> </ol>

Learning Opportunity	Objective	Related Materials and Activities
<p>7. <b>Evaluation</b></p> <p>To evaluate students' work on this unit, it is recommended that the evaluation be on a <b>continuing basis</b>, with <b>observation of participation</b> the chief factor, supplemented by evaluation of work produced.</p> <p>The pupils should demonstrate that they have clarified their feelings, attitudes, beliefs and values relating to dignity of man and freedom. (Acceptance of a common value or of the teachers' values is <b>not</b> an objective of the course and must never be used in evaluation.)</p> <p>Students should have developed their ability to comprehend, to evaluate, and to work as members of a group; and should have gained a conceptual understanding of culture, space, conflict, conservation, power and norms.</p>		<ul style="list-style-type: none"> <li>a) Tell the attacking army, so that they will not use that cause-way.</li> <li>b) Tell the Aztecs, so that they can trick the attackers.</li> <li>c) Stay silent, and watch what happens.</li> </ul> <p>4. You are confronted with the Aztec gold. Would you:</p> <ul style="list-style-type: none"> <li>a) Obey your leader and take some.</li> <li>b) Take some and return it later.</li> <li>c) Refuse to take any.</li> <li>d) Argue that you shouldn't touch it as it isn't yours.</li> </ul> <p><b>Radio Programs</b></p> <p>Two small groups of between 3-5 students are selected, preferably with a student who excels at drama in each.</p> <p>The groups form themselves into two hypothetical broadcasting companies, one broadcasting from Tenochtitlán and the other an outside broadcast unit with Cortes.</p> <p>Each group describes in the broadcast the events which lead to the destruction of the Aztec Empire.</p> <p>The objective of each group is to reflect the biased opinion of either the Spanish or the Aztecs, emphasizing the conviction of each that their civilization is correct and the other is evil.</p> <p>These broadcasts are then taped and sound effects added if needed. The tapes are then played to the whole class.</p> <p>The tapes along with careful questioning are used to promote a discussion along pro-Aztec, pro-Spanish lines to ascertain exactly why individual students have a particular point of view.</p> <p>Techniques for evaluating the attainment of valuing, skills, and knowledge objectives are described in Chapter III of this handbook.</p>

## BIBLIOGRAPHY

### a. Print Materials

N.B. There is a dearth of material suited to the reading level of Grade VI pupils.

Blacker, Irwin R. **Cortes and the Aztec Conquest.** Harper and Row, New York.

Bleeker, Sonia. **Aztec, Indians of Mexico.** William Morrow & Co. New York, 1963.

Brown, Harriett and Helen Bailey. **Our Latin American Neighbour.** Houghton, Mifflin.

Caldwell, John. **Let's Visit Mexico.** John Day Company, New York.

Farquhar, Margaret C. **The Indians of Mexico: A Book to Begin On.** Holt, Rinehart & Winston, 1967.

Glubok, Shirley. **The Art of Ancient Mexico.** Harper & Row, New York.

Grant, Clara and Jane Watson. **Mexico—Land of the Plumed Serpent. (Living in Today's World Series).** Garrard Publishing Company, Champaign, Illinois, 1968.

Hage, M. K. **How the New World Was Discovered.** Benefic Press, Westchester, Illinois.

Hall, Barbara J. **Mexico in Pictures.** Sterling Publishing, New York City.

Hancock, Ralph. **Mexico.** MacMillan Company.

Montgomery, Rachel. (trans.) **Cortes and the Conquest of Mexico.** Paul Hamlyn, London, 1967.

Ross, Patricia Fent. **Mexico.** Fideler Co., Grand Rapids, Michigan.

Stuart, George E. **Discovering Man's Past in the Americas.** National Geographic Society.

Syme, Ronald. **Cortes of Mexico.** William Morrow & Co.

Tanser, H. A. **Westward to the Americas.** Longmans.

van Hagen, Victor. **The Sun Kingdom of the Aztecs.** World Publishing Company, New York, 1958.

Witton, Dorothy. **Mexico (Our World).** Julian Messner, New York.

### National Geographic Magazine

January 1959 —Maya

January 1969 —The Quetzal

September 1959 —Gifts for the Jaguar God

August 1953 —Hunting Prehistory in Panama Jungle

September 1941 —Expedition Unearths Buried Masterpiece of Jade

November 1936 —Yucatan Home of the Gifted Maya

August 1958 —How Old Is It?

October 1968 —Mexico's Window on the Past

### Teacher Reference

Farb, Peter. **Man's Rise to Civilization As Shown by the Indians of North America, From Primeval Times to the Coming of the Industrial State.** Dutton.

### Additional Print Materials:

## BIBLIOGRAPHY (Continued)

### b. Non-print Materials

It is recommended that the film-strips be used with time for interaction about each frame, and with the text not shown at first.

#### 16mm Films

- T-1132 **Spanish Conquest of the New World** (Cortes & Montezuma)  
Running Time—10 minutes
- TK-1635 **Mexico, Land and People** (Mexico, Past and Present)  
Running Time—20 minutes
- TK-1781 **The Spanish Explorers** (Columbus, Cortes, Coronado, etc.)  
Running Time—15 minutes

#### Filmstrips

##### Ancient American Civilization Series

- PK-4874 **Incas and Their Way of Life.**  
Frame 41
- PK-4875 **Inca Achievements in Art and Science.**  
Frame 38
- PK-4876 **The Maya and Their Way of Life.**  
Frame 45
- PK-4877 **Mayan Achievements in Art and Science.**  
Frame 41
- PK-4878 **The Aztecs and Their Way of Life.**  
Frame 42
- PK-4879 **Aztec Achievements in Art and Science.**  
Frame 37
- PK-4880 **Aztecs, Incas and Mayas—A Comparison.**  
Frame 44
- PK-4090 **Incas, Mayas, and Aztecs.**  
Frame 52
- PK-1359 **Age of Exploration.** By Life.  
Frame 50
- PK-3939 **Peru** (Topography and Inca Descendants) by McGraw-Hill.

The following table is intended to facilitate planning to use single frames selectively, without captions, as a basis for discussion and information. Only major areas are identified in the table. Some frames are repeated in other filmstrips. Frames generally show illustrations rather than actual photographs.

Number of Frames on this Subject in Filmstrip

Subject	A	B	C	D
Maps	2	3	2	
Religion	5	4	8	6
War	1		3	5
Farming, Food	6	5	2	3
Transportation, Etc.	1	1		
Arts, Crafts, Architecture	7	6	8	
Technology	2	2	1	1
Government		1	4	

#### A. The Aztecs and Their Way of Life.

#### B. The Aztecs, The Maya, The Incas: A Comparison.

#### C. Aztec Achievement in Art and Science.

#### D. The Incas, The Maya and the Aztecs.

The **Maya and Their Way of Life**, **Inca Achievements in Art and Science**, **The Incas and Their Way of Life**, and **Mayan Achievements in Art and Science**, all provide opportunities for comparisons: **Peru** makes some reference to Incas generally, tabulates Peruvian resources and ways, and makes the role of the Indian clearer; and the **Age of Exploration** places the Cortes story in context while pointing out the rapaciousness of the Europeans.

#### Audio Tape

##### 147-T1B **He Wore a Woven Wrapper.**

(Story of an Aztec boy of 600 years ago, and aspects of life in this ancient civilization). 15 minutes.

School Broadcasts entitled "A Brave and Fearful People", "War—and Why" and "The Last Days of the Aztecs" are available for dubbing on tape from the dubbing service of the Audio-Visual Services Branch, Department of Education, Edmonton. 15 minutes each.

DATE DUE SLIP

H 69 A28 1971  
ALBERTA DEPT OF EDUCATION  
EXPERIENCES IN DECISION  
MAKING  
39830512 CURR HIST




H 69 A28 1971  
Alberta. Dept. of Education.  
Experiences in decision making  
:  
39830512 CURR HIST

CURRICULUM GUIDE

**For Reference**

NOT TO BE TAKEN FROM THIS ROOM  
EXCEPT WITH LIBRARIAN'S PERMISSION

